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The National Parent-Teacher Magazine

MAY 1930

FEATURE ARTICLES

Parent-Teacher Cooperation in Winnetka, Ill.

Education Is Life

Study of Leisure Time Activities of Children

Jimmie Wants a Nickel

Importance of Community Recreation



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New Books by Two Distinguished Educators

Dr. Myers is head of the Department of Parental Education at Cleveland College, Western Reserve University and is well known both as an active worker in P. T. A. and for his articles in *Child Welfare Magazine*.



Dr. O'Shea is the head of the Department of Education, University of Wisconsin, editor-in-chief, *Junior Home Magazine* and *World Book Encyclopedia*, and is one of the foremost leaders in the field of education.



THE MODERN PARENT

By GARRY CLEVELAND MYERS

THIS is an unusually sound, readable and practical guide for parents and educators. Almost every page is studded with illuminating instances and actual cases, which results in making a book that is highly interesting as well as informative.

In his introduction, Dr. M. V. O'Shea says: "Dr. Myers' book is a marked exception to most, if not all the books and articles on child psychology and child education that I have read recently. I have been stirred by the reading of this book, principally because of its very concrete and dramatic character. Dr. Myers has shown the way out of difficulties that perplex most parents. The author has written as a psychologist, as a parent, and as a student of ways and means of presenting child psychology so that it can be understood." \$3.50

NEWER WAYS WITH CHILDREN

By M. V. O'SHEA

IN this important contribution to the literature of child study, it has been Dr. O'Shea's aim to apply the results of recent investigation in child psychology, child hygiene, and child education to the problems with which teachers, and especially parents have to deal every day. He has aimed to present interpretations and recommendations in such a concrete way and in such simple, non-technical terms that readers who have made no study of psychology, physiology or related sciences could understand what was said and make practical application of it to their everyday needs.

The Chicago Tribune in reviewing "Newer Ways with Children" says—"In this book the noted educator writes of the problems in child management facing the parents of today, of the needs of children, and of various methods of training compatible with modern conditions. The conclusions have been reached through scientific study and research." \$3.50

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Who Wrote It



How To Use It

PARENT-TEACHER COOPERATION IN WINNETKA, ILLINOIS

Winnetka, Illinois, is known to educators as a place where progressive education is being tested. Carleton Washburne, one of the authors of *Parent-Teacher Cooperation in Winnetka, Illinois* (page 462), is superintendent of the schools of that town and a vice-president of the Progressive Education Association. Under his direction the Winnetka schools have been organized as a laboratory for carrying out scientific research in school administration, curriculum and method. In such a community it is reasonable to expect something of a high order from the parent-teacher association, and the account of its work given by Frances Brown, president of the association, and Mr. Washburne, presents in detail a description of its committee activities. The current instalment tells what the housing committee and the social committee are doing for the teachers. Part II, next month, will continue with an account of the work of the program committee.

EDUCATION IS LIFE

Marietta Johnson, like Carleton Washburne, stands for progressive education. A few years after her marriage Mrs. Johnson started the School of Organic Education at Fairhope, Alabama, the aim of which is to provide the conditions for right growth for children from the kindergarten through the high school. Mrs. Johnson's title, *Education is Life* (page 466), sums up the basic idea of the "new education": namely, that by a peaceful evolution, step by step, the child should grow into larger and larger life. There should be no hurry; there should be no strain." Read Mrs. Johnson's article for her interpretation of the meaning of progressive education.

JIMMIE WANTS A NICKEL

The matter of spending-money receives humorous but salutary attention by Mabel Frances Rice in *Jimmie Wants a Nickel* (page 469). Miss Rice is an instructor in the State Teacher's College at Bemidji, Minnesota, and a contributor to various educational magazines. She sugarcoats her advice about allowances for children with anecdote and jest, and thus makes it all the more stimulating and profitable.

STUDY OF THE LEISURE TIME ACTIVITIES OF CHILDREN

The use of leisure furnishes the topic for two articles in this number. One is an account of a survey made in some of the schools of Rochester, New York, in regard to the use that children are making of their leisure time. In a *Study of Leisure Time Activities of Children* (page 472), Adelaide

D. Larkin has described and analyzed the Rochester survey, which was ably carried out through the cooperation of school executives and parent-teacher workers. The article also includes suggestions for programs on the study of leisure time activities, and is sponsored by the Bureau of Program Service.

IMPORTANCE OF COMMUNITY RECREATION PROGRAM

In an article on another phase of the use of leisure J. W. Faust, National Chairman of the Committee on Recreation, writes on ways of filling leisure time. Under the title, *Importance of Community Recreation* (page 476), he emphasizes the value of supervised recreation in cities and towns. He also presents specific directions for the equipping of playgrounds. Mr. Faust is a member of the staff of the Playground and Recreation Association of America.

THE OVERTRAINED CHILD WITH THE UNDERNOURISHED BODY

Dr. Ada Hart Arlitt, Manager of the Bureau of Parent Education of the National Congress, writing on *The Overtrained Child with the Undernourished Body* (page 479), urges parents to watch the weight and diet of their adolescent daughters. Dr. Arlitt is professor of Child Care and Training in the School of Household Administration in the University of Cincinnati.

SUITABLE UNDERWEAR FOR GIRLS

Iva I. Sell, who writes *Suitable Underwear for Girls* (page 485), is a member of the home economics department of the University of Minnesota.

MORE ON EMOTIONS OF THE ADOLESCENT

The two study courses are completed in this issue. The ever-popular Dr. Garry Cleveland Myers, concluding his course on the adolescent child, treats, in *More on Emotions of the Adolescent* (page 487), of such familiar phenomena as worries and anxieties, depression and explosive anger.

THE FUTURE OF THE HOME

Mrs. Crum's final outline, based on *The Drifting Home* by Ernest L. Groves, is *The Future of the Home* (page 490). Both Mrs. Crum's course and that of Dr. Myers have been followed by members all over the country with great interest and profit.

A PARENT-TEACHER BOARD MEETING

The playlet, *A Parent-Teacher Board Meeting* (page 502), is offered at this time in order to provide an entertaining program for your annual meeting. Its author, Mary L. Arnold, is a kindergartner in Ithaca, New York.

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CHILD WELFARE



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MAYTIME IS HERE

Mother's Day

WHEREAS, the service rendered the United States by the American mother is the greatest source of the country's strength and inspiration; and

Whereas, We honor ourselves and the mothers of America when we do anything to give emphasis to the home as the fountain head of the state; and

Whereas, The American mother is doing so much for the home, for moral uplift, and religion, hence so much for good government and humanity; therefore be it

Resolved, That the President of the United States is hereby authorized and requested to issue proclamation calling upon the Government officials to display the United States flag on all Government buildings and the people of the United States to display the flag at their homes or other suitable places on the second Sunday in May, as a public expression of our love and reverence for the mothers of our country.

Approved and signed by the President, May 8, 1914.

—*From Congressional Record, May, 1914.*

His Mother

I know that she is radiantly sweet
and kind,
In judgment rare, in character re-
fined,
A woman nobly planned and full of
winning grace,
Although I never yet have seen her
lovely face.
Nor have I ever
heard another say
That she was "this"
or "that," in any
way.
But when he speaks

of her, his voice sinks low,
A tender light within his eyes begins
to glow.

A noble, gentle spirit seems to soften
every line,
And radiate tranquility and strength
and love divine.

And, so, in him reflected, I pulse this
woman's grace,

And know her,
though I never
yet have seen her
lovely face.

—*Emeroi Stacy.*





*Mrs. Robert Bowen Brown, President
of the Winnetka Parent-Teacher
Association*

THE aims of the Winnetka Parent-Teacher Association are like those of the state and national associations—the welfare of the child, and cooperation between home and school. How best can these aims be accomplished in this hustling, busy world, where there are so many meetings of all the organizations to which we belong, where every parent is busy in home and in village or city? We do find that with most parents the child is of paramount interest. What concerns him concerns them. We have their interest to begin with—our work must be to keep it and give them worthwhile meetings, inspiring speakers, and something definite to do.

To promote cooperation between home and school we find that the best plan is to have the parents and teachers work and play together. The parents often come to school to visit. During Education Week the fathers have an opportunity to come and see their children at work. The parents try to show that they come not to criticise, but to learn and help. A teacher can handle a child much better if she knows both parents and the home. A mother can be of

Parent-Teacher Winnetka,

BY FRANCES BROWN AND

much more help if she understands the methods used in modern education; if she comes and sees the room as a whole and not just as it concerns her individual child. We try to plan our programs with these factors in mind.

In the Winnetka public schools there are about 1,800 children; it is apparent, therefore, that our parent-teacher association has a large number of members. There are four schools in the association—three elementary schools situated in different parts of the village, and one junior high school.

The Winnetka Parent-Teacher Association is affiliated with the state congress and the National Congress of Parents and Teachers. While every parent in Winnetka is considered a member of the Winnetka Parent-Teacher Association for local purposes, only those who have paid dues are considered members from the standpoint of state and national affiliation. It is only the latter who receive the state membership cards, who are counted in sending delegates to the state association meeting, etc. Within Winnetka, however, we do not wish to exclude any parents from our meetings, or from feeling a responsibility for the organization.

In organization we are like many thousands of parent-teacher groups all over the United States. Our board is made up not only of the usual officers, chairmen of committees, and chairmen of schools, but also of the superintendent and principals of the schools. Our greatest achievements lie in the functioning of certain committees and in our programs.

The Membership Committee

Our membership committee in September refile the cards of the parents of the chil-

Cooperation in Illinois

CARLETON WASHBURN

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dren of the schools, change addresses, add new names, and bring the card catalogue up to date. Then they begin the task of sending out notices for dues and programs for the year's work. The following notice was distributed this year:

W. P. T. A.

This is the annual notice for dues of the Winnetka Parent-Teacher Association.

All parents are considered members of the Association whether they pay dues or not, and are very welcome at all regular meetings. But we believe that every family is enough benefited by the work of the association to justify the request for dues.

We wish you would all feel that it is *your* association; that *yours* is the opportunity to make it a vital part of our community life; that *you* would come to the meetings, and give one another the benefit of your criticism, advice and inspiration.

WHY JOIN THE P. T. A.?

1. Because it brings parents and teachers together for exchange of ideas, making better parents, better teachers and happier children.
2. Because no group can so successfully influence public opinion and public school officials as an interested, enthusiastic group of parents.
3. Because it is an educational movement of real significance. The Illinois branch of the National Association has about a hundred thousand members and the warm support of most of the state's best educators.

WHAT BECOMES OF YOUR DUES?

They are put to the following uses:

1. Dues to the State Council (20 cents per member).
2. Expenses of speakers.
3. Beautifying individual school rooms with curtains, plants, etc.
4. Social affairs in the schools.
5. Furnishing teachers' apartments; also teachers' rest rooms and kitchens in schools.

WILL YOU JOIN US?

WE NEED YOUR INTEREST AND SUPPORT

The attached blank may be filled in and returned with your money or check to Mrs. Wil-

May, 1930



Carleton Washburne, Superintendent
of the Winnetka Schools

liam Jones Smith, 1078 Elm Street, Winnetka. Enclosed please find \$....., dues for 1929-30.

Annual Dues \$1.00.

Contributing Membership \$5.00.

Name

Address Telephone

Name of Child School Grade

.....
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Please make checks payable to WINNETKA PARENT-TEACHER ASSOCIATION and return to Mrs. William Jones Smith, 1078 Elm Street, Winnetka.

A follow-up notice was sent in January with good results. It was in the following form:

May we call your attention to the fact that we have not received your Parent-Teacher Association dues for the current year?

We would very much appreciate your response, as the Association needs the money to finish its year's work, and we feel sure you would like to be a paid member.

Enclosed is a copy of the first notice sent and an addressed envelope for your convenience in sending in your money or check.

Sincerely yours,
Membership Chairman.

The Housing Committee

Our housing committee has as its special duty the housing of the teachers. In the spring the teachers who are already members of the faculty are asked if they are satisfied with their present homes or wish to make a change. A questionnaire is sent to the new teachers in June, asking them if they wish a room or room and board in a private home, or an apartment, or wish to share an apartment with other teachers. (There are no hotels or boarding houses in Winnetka.) The chairman has a list of available rooms, obtained by advertising, and all personally inspected by her committee. The parent-teacher association leases five apartments which are equipped with furniture given to the association by persons in Winnetka. When the apartments were first leased several years ago a very active group of mothers spent many hours one summer repainting, reupholstering furniture, and making attractive curtains and draperies. Each year there must be repairing, freshening and recurtaining of rooms. The apartments are leased to the teachers at a sum sufficient to cover the rental for the year. Then the housing chairman becomes a regular real estate agent and sublets the apartments for the summer, refunding the summer rental to the teachers. A wise housing chairman has a large committee to help her. In the last year or two many apartments have been built in Winnetka and a number of teachers rent these. They need furniture of course; so the parent-teacher association is constantly soliciting, collecting, and reconditioning furniture—a rug goes to one apartment, a table to another, a couch to a third.

The Social Committee

We want to greet the teachers as they come in the fall,



A corner of one of the apartments furnished by the P. T. A.

propose satisfactory living places for them, and give them the feeling that someone has been thinking about them. Our social committee then begins to function. On the first day of school the committee serves a luncheon to the teachers, and during the first week it takes all the new teachers for a drive about Winnetka to see the main points of interest. The drive is followed by a gathering of the entire faculty for a tea with the social committee.

This same committee arranges several parties during the year: one in the fall, usually a supper and bridge party; a luncheon at Christmas time when the chairman of each room presents her teacher, perhaps, with a joke and a rhyme; a winter sports party in January or February; and toward the end of the year a big party for parents and teachers together. Some of these types of entertainment will bear a little further description.

The Christmas parties are given in the separate schools. They are not necessarily luncheons. One of them, for example, took the form of a dinner which the fathers attended and where jokes and rhymes were distributed from an attractive Christmas tree.

The winter sports party is usually given at a country club, where there are coasting, tobogganing and skating, and bridge for the less athletically inclined. Last year this party took place on a day when the ground was covered with ice and made extremely slippery by a steady pouring of rain. Automobiles on the way skidded and were ditched, and the superintendent of schools made a dramatic entrance by slipping on the ice in front of the club-house door and sliding in on his back. Nevertheless, eighty out of a faculty of ninety attended the party, as well as numerous mothers.

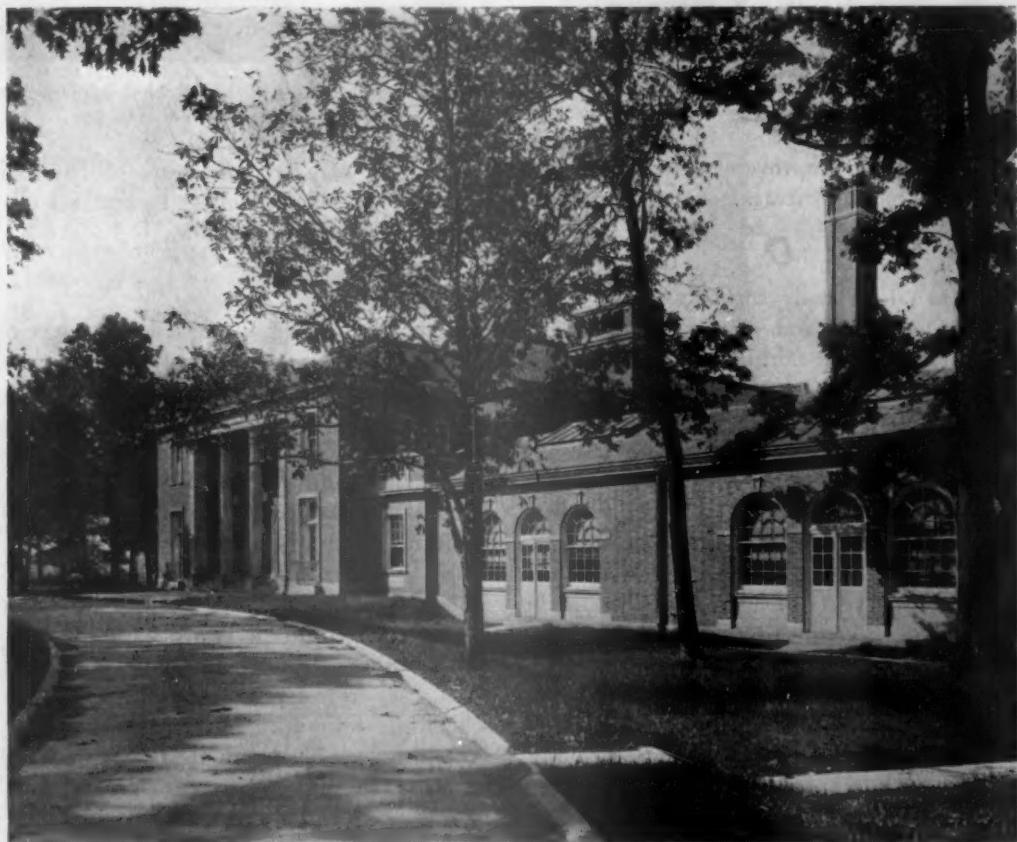
THE NATIONAL PARENT-TEACHER MAGAZINE

The last party at the end of the year is often a supper and dance in costume. Once it took the form of an immigrant party. Each guest was sent an invitation in the form of a steamer steerage ticket; the assembly hall was decorated to represent the inside of a ship; each guest had to cross a gang plank to enter the room; and each had to be examined by the ship's doctor before being assigned to his place. One year there was an advertisement party; another, a fête in the Latin Quarter; another, a Spanish fiesta. All these sound elaborate; but consider the immigrant party. The tickets were printed by the school printing class as a project; the hall was decorated by artistically inclined parents who worked until 2 a. m. the night before the party. The costumes were easy—a bright colored cloth tied over the head and another folded over the shoulders made a complete disguise. The

food was provided, cooked and served by mothers, and the entertainment was provided by talented members of the association. The reward for labor was an invitation to the party for the mother worker and her husband, because all the parents could not be asked. Those who came enjoyed the opportunity to have a dance and a good time with the teachers with whom their children were associated many hours every day.

Besides these larger parties, there are many little teas and luncheons. One chairman held open house one afternoon a week for two winter months. The teachers could come, pour their own tea or coffee, and sit before an open fire and talk with a few mothers who dropped in.

Part II—in the June issue—will explain the work of the program committee of the Winnetka Parent-Teacher Association.—EDITOR.



The Skokie School, Winnetka's Junior High School. This was built by popular subscription several years ago. The Parent-Teacher Association helped the Board of Education by vigorous support during its campaign for this school

Education Is Life

BY MARIETTA JOHNSON

GREAT emphasis has been placed in recent years upon the welfare of the child. Society is growing in the consciousness that true progress depends upon normal, fully developed human beings and that this development is secured through right conditions of growth in childhood. Much attention is given to the abnormal child, to the undernourished child, and to crippled children. Most of us are inclined to think, however, that a child is flourishing if there are no special signs of physical limitations. If he attends school regularly and brings home satisfactory marks, we think the child is being educated. There is much room for improvement in our conception of what constitutes a flourishing child.



HEALTH of body means not only that proper food and rest and exercise are supplied, but that nothing is allowed in the home or the school which violates the order of development of the nervous system. Meeting the physical needs of the growing child would revolutionize our schools. There would be no desks at which he must sit for long hours. There would be no reading, or writing, or number work before eight or ten years of age. There would be no form of specialized activity. All specialization for the undeveloped child is over-specialization, and over-specialization tends to arrest development. Nearly all the work in the primary department of our public and private schools is a severe form of normal growth. Truly no one can feel that a child subjected to conditions which may arrest development is a flourishing child. If we would have the child flourish mentally,



Marietta Johnson, Director, School of Organic Education, Fairhope, Ala.

we would study the interests of children and provide for the fullest mental activity and consequent satisfactions.



ALL children are interested in things of a sense. They should think through their hands. Their mental power should grow through creative activity, through experiences rather than through books. This would necessitate the postponing of the formal work of reading and writing until eight or ten years of age. Creative hand-work, singing and dancing, nature and stories would constitute the program for the younger children. If we wish the child to flourish spiritually or emotionally, we should see to it that nothing in the home or school interferes with fundamental sincerity. Not only would the interests of the child be respected, but unself-consciousness would be preserved. All self-consciousness interferes with the unity of the emotional and the intellectual life. It prevents normal co-ordination of the nervous system, is an

obstruction to the development of good judgment and fine thinking, and often develops the inferiority complex. Self-consciousness is a form of fear. Fear is death! Education is life!

To be life-giving, then, the work must be of such a nature that the child will care more about it than about anything else in the world. The work must not only secure the sincerest intellectual attack, but must be followed by the finest emotional satisfactions. No other reward or end should creep in. All grades and marks and promotions, all tests and examinations tend to destroy this fundamental sincerity. Children should work from single motives. External standards of achievement or attainment tend to develop double or false motives. This fundamental insincerity is the basis of immorality and is also destructive of intellectual integrity, and is injurious to the nervous system.

No child ought ever to fail. When the school introduces an external, artificial standard, which the child may or may not fail to reach, it becomes an obstruction to growth. Instead of meeting the need of the growing child it prevents the very results it is organized to attain—healthy development. It then resorts to false stimulation and when that fails it throws the blame upon the defenceless child! Of course, the child must be disciplined. He must be protected from the effects of his own unformed, unripe, ignorant condition. He must also have the mental discipline which is secured through concentrated efforts for ends which are desirable. It is the right of every child

to experience the satisfactions resulting from sincere effort for desirable ends. Creative handiwork, arts and crafts, woodworking, and all self-initiated projects provide the finest means of this discipline.

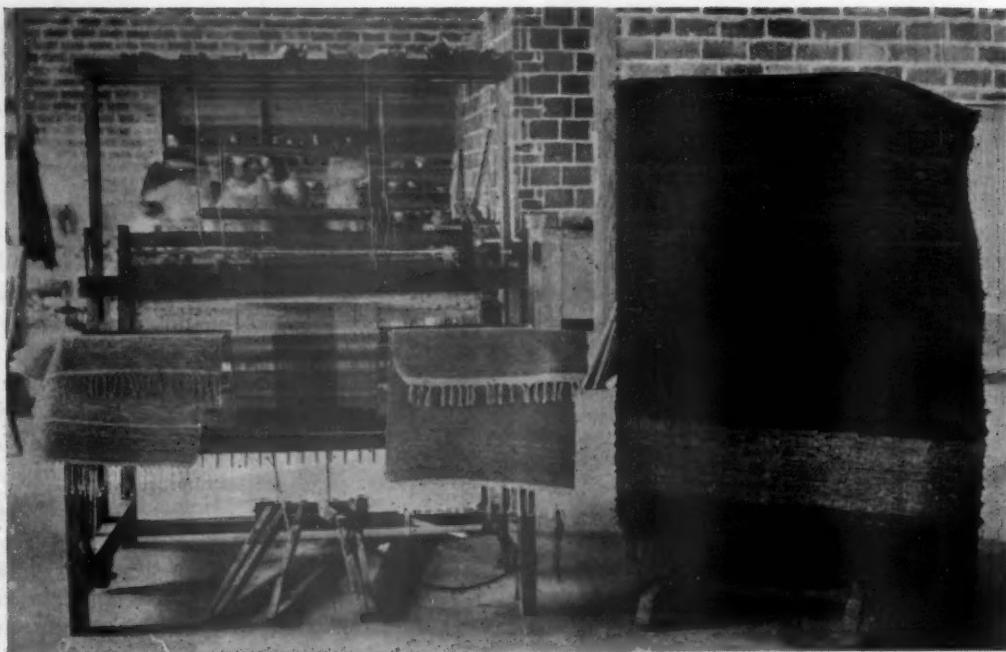


We may trust Life. The mind wants to know as the stomach wants food. Children want to know more than we can possibly want them to know, not always, however, at the time nor in the manner we may desire. But healthy minds are actively engaged in learning most of the time. It is a great mistake to think that the child must learn certain detailed facts before certain other facts; in other words, that he must prepare for the next grade. A child of fourteen whose physical, mental, and emotional life has been wholesome, may enter the high school and do satisfactory work without any special "preparation." This has been proved again and again through long years of experimentation. It is not what



"Children Should Live Their Lives Straight Out."

they know, but how they grow that is our deepest concern. If there were no entrance requirements into the high school or the college, the children could live sincere, happy, wholesome lives as children; the teachers could concentrate their attention upon providing the right conditions of growth; the school program could be made to minister to the all-round development of the nervous system, to the finest intellectual activity, and to preserving unself-consciousness, sincerity, and joy of the spirit. If these conditions have been provided, the children are ready for high school at fourteen years of



Work in Arts at Mrs. Johnson's School

age, regardless of any particular attainment or achievement. External standards are too materialistic. They develop insincerity and make children dependent upon external direction and external rewards. An inner standard must emerge. The standard must be one which the school must meet rather than the individual child. The school must study the signs of health of body, mind, and spirit. In the measure that the school program tends to produce a sound, accomplished, beautiful body; an intelligent, sympathetic mind; a sweet, sincere spirit, it is educational. In the measure that it does not do this it is not educational, however informational it may be.

O

THE home should study the nature and the need of the child and cooperate with the school to secure normal growth. Children should live their lives straight out. They should not be conscious of adult expectancy. They should not assume too great responsibilities. There should be no strain. Children should never be subjected to severe forms of specialized activity. They

should not be accelerated. The prolonging of childhood is the hope of the race. Children grouped with older children often experience a strain in the development of sex and social consciousness later on. Children should be no more conscious of intellectual growth than they are of the physical development, or of spiritual unfoldment. The mind should be occupied in a wholesome, intelligent way. Every effort should be made to provide conditions which will secure the fullest use of the native endowment. Education is life. The little child must be allowed to grow into the larger or social life with children of his own age. The life of the older child must expand with children of his age. The young people should be led through the high school and the college into a larger life and development. Growth is for itself. There is no external end, and growing is its own reward.

It is the undeveloped person who resorts to violence to attain his ends. If we would have peaceful evolution instead of violent revolution, we must provide right conditions of growth for all the children of all the people.

Jimmie Wants a Nickel

BY MABEL FRANCES RICE

I

MRS. MAXWELL, the wife of one of our prominent lawyers, was hostess at a luncheon-bridge the other day. Just about everyone in town was there. At least everyone who might expect to be invited was there and the house was crowded to capacity. We all sat at little tables wedged so close together that one could hardly pass between them. The luncheon dishes had been removed and the bridge game was well under way. There was that momentary lull in the conversation that invariably follows the kick-off when the first bids have been made and the "dummie" lays down her hand. It was so quiet except for the flip of the cards that I expected to hear some superstitious soul murmur, "It's twenty minutes to or twenty minutes after."

But before anyone could say it the telephone rang. A maid answered. Although there was no outward sign, one could sense that every mother in the room was lending an ear.

"The call is for Mrs. Moore," said the maid.

There was a general sigh and a sensation of relaxation. "Oh, I was so afraid my baby was crying," said Leila Jones dramatically, and everyone laughed, for Leila has no baby.

The telephone in the Maxwell house is in the front hall. Pretty Mrs. Moore, who happened to be my partner, was seated at Table Eleven in the farthest corner of the library. "Oh, dear," she exclaimed, "I just can't get out between all these tables without disturbing everyone. Ask who it is?"

The word was passed along the tables and the answer was passed back.

"It's your little boy and he wants to talk to you."

Mrs. Moore laughed. "Oh, tell the girl to tell him that I am playing this hand and

can't get to the 'phone anyway, and that if he wants to go to the matinée to go along."

The word was passed along and Table Eleven resumed its game. But in a moment another message came back.

"Jimmie says to tell you that he can't go to the matinée because he hasn't enough money, that you forgot to leave him any, that he can't find a nickel anywhere in the house, that he needs another nickel, and that he must go to this show because the history teacher said it was a good one for children to see."

There was a general murmur of laughter. Mrs. Moore was visibly exasperated and embarrassed. "Oh, that child!" she exclaimed, laughing apologetically. "Tell the girl to tell him to stop at his father's office and get a nickel and not to bother me again."

By this time the lull was entirely broken. There was a rustle and a hum of conversation at all the tables. Mrs. Moore's cheeks were flushed and she looked so uncomfortable that I felt rather sorry for her. But at that moment she trumped my ace and my sympathy waned.

Dr. Moore is a busy surgeon and I wondered at his reaction when his small son stopped at his office on a busy Saturday afternoon to ask for a nickel. That was last week. If Jimmie Moore hasn't an allowance of his own by this time I am no judge of human nature.

II

MRS. MOORE'S experience in some of its aspects is familiar to many people. Just why parents who have at least as adequate means as the Doctor Moores certainly have, will tolerate a persistent and avoidable annoyance is more than an outsider can comprehend. My father used to say that the

man up in the tree could see the fight better than the man in the fight. If that is true I have had some unusual opportunities for observation. I have no children of my own. I haven't even a husband. But like many unmarried women I have had ample opportunity to live in other people's homes, to observe and compare their methods of dealing with their children. And occasionally I am invited to a bridge party!

I have lived in homes in which the children had their own allowance and I have lived in other homes where I have heard the incessant whine, "Mother, may I have a nickel? Well, why can't I have a nickel? I haven't had one in about a million weeks."

Two of the most contented children I have ever known were in a home of most moderate means, in which the daughter of fifteen had an allowance of twenty-five cents a week and the little sister of nine years boasted the modest weekly income of five cents. Little Sister was usually "broke" at the end of the week, but the older one was the object of my envy, for she frequently still had a nickel and sometimes a dime which she carefully saved for some coveted pleasure.

Parents who have not seen fit to make their children a regular allowance and require them to live within it, are the victims of much annoyance, inconvenience, and humiliation. On a cold winter morning, after Dad has donned his cap, overcoat, galoshes and mittens, and has just unlatched the storm-door preparatory to leaving the house, he is none too pleased when Dorothy rushes out exclaiming:

"Oh, Daddy, I almost forgot! I need a quarter. I must have a dime for the school bank, and I need a new tablet and a pencil."

Or at four o'clock in the afternoon as Mother is serving tea to callers, Donald rushes in from school. "Mother, all the fellows are going down to the roller rink. May I have a quarter to go, too? Please hurry! The fellows are waiting for me."

Mother does not approve of the roller rink, and besides, Donald has had two quarters before this week which is more than his share of the family's pleasure money. Moreover, Mother has only a dol-

lar bill and Donald has been known to be careless about change. But she cannot argue all these points with Donald in the presence of callers.

With slight variations similar episodes could be described indefinitely, for they are daily occurrences in thousands of American homes. There is but one solution to the problem. Each child should have his own allowance, however small. The amount will be in proportion to the income for the entire family. One mother argues, "But I cannot afford to give my children an allowance. We have no money for such things." Yet one sees that mother, when the call comes for tablets, pencils, and movies (for, of course, her children go to occasional movies), doling out money, a nickel at a time.

The child's allowance should not be simply spending money, though even that would be an improvement over the present system of daily begging. The family weekly income must be divided to cover fuel, rent, clothing, food, amusements, savings. The child should learn to apportion his share of that family income among necessities, pleasures, and savings. From his allowance he might provide his own school supplies, neckties, haircuts, movies, and school savings money. He will make mistakes at first. He will have shortages. He will awake with a start one day to find his allowance gone and no money left for class dues. The wise parent will keep hands off or the lesson will be lost. Far better that he be tardy with his class dues at fourteen than that he be delinquent with his taxes at forty! For at forty there probably will be no convenient friend to step into the breach and say, "It is too bad that you are short. You did not figure right. I will help you out this time, but don't let it happen again."

III

STATISTICS show that about ninety-eight per cent of the nation's divorces are based on financial troubles. Early training is largely at fault. Our children are taught almost everything in the schools today. Manual Training gives the boy a greater interest in the home, and Home Economics

is designed to give the girl a keener and more appreciative insight into the problems of the homemaker. The one may know how to build a handy cupboard and the other how to cook a well-balanced meal with the proper number of calories. But the factor which is most influential in determining their success as adults, the management of their own finances, is the one which is most frequently neglected in their early education. As a rule a boy gets earlier training in the actual handling of money than does a girl. Yet from the standpoint of numbers, it is the women who are the world's purchasing agents. In school a girl may learn how to sew and cook, even how to wash a baby. But she does not learn how to spend money or how to buy. If a girl does not know the relative value and the purchasing power of a dollar, from actual experience with it, in future years she is likely to make sad havoc of a family income.

Just as a person cannot be expected to drive a car well until he has actually driven a car, he cannot be expected to spend a dollar wisely until he has actually had experience in spending a dollar. We hear much from the schools these days about *savings* accounts. The schools are doing their part in teaching the children to *save*. But for every dollar an individual saves, he spends a hundred, perhaps a thousand dollars. We are teaching children how to save, but it is far more important that they be taught how to spend. And that is one responsibility which cannot be thrown upon the school. If it is taught at all, it must be taught at home.

Only after a child has been taught to

spend can he be taught to save. Man is an animal with no instinct for saving. Squirrels lay away nuts, bees store their honey, ants provide for the future. But primitive man lived from hand to mouth. One reason that parents and teachers have found it difficult to induce children to save is because they fail to make saving attractive. They have urged the child to save for saving's sake. Few of us grown-ups do that. Most of us are saving that we may spend sometime in the future. We have mental prods, visions of summer vacation trips, foreign travel, a radio, a new car, a fur coat, an eastern college for the children, our own home. The youngster should fix his goal for saving, be it a new bicycle, Christmas money, or a saxophone.

There is an occasional parent who boasts that his child has an allowance. "I give my boy an allowance of twenty cents a week. Of that amount I require him to give five cents to the Sunday school, put five cents in school savings, and save five cents for school supplies. The remainder he may spend as he chooses."

Just how far should the parent advise in the division of the allowance, and how far should the child be left to learn from experience? The chief difficulty is that a child often wants tremendously, for the moment, what he will later regret buying. Few parents can afford this wasteful experimenting. The child should have his allowance. The details are a matter for the individual family to decide. Far be it from me, a mere old maid, to suggest how the matter should be handled.



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Mt. Evans from City Park, Denver

Study of Leisure Time Activities of Children*

*As Conducted by the Central Council of the Parent-Teacher
Associations of Rochester, New York*

BY ADELAIDE D. LARKIN

WHAT do Johnnie and Susie do with their spare time?

This is a question of vital importance to all students of child welfare, for they believe that to a great extent the behavior of the adult depends upon the use to which his leisure time has been put in childhood. Whether that leisure time is spent profitably or in such a way as to have a destructive influence on the child by undermining his habits of thinking and doing, depends largely upon the parent.

Realizing this fact and desiring to discover needs which could be met within the scope of parent-teacher work, the Rochester Central Council last year decided to make a survey of the leisure time activities of a representative group of Rochester school children. The Council followed as closely as possible the recommendations of Dr. J. E. Butterworth, of Cornell University, as presented in his book, "The Parent Teacher Association and Its Work" (Macmillan Co.).

This project received the endorsement of Dr. Herbert S. Weet, superintendent of Rochester schools. The work, while undertaken and conducted under the direct supervision of Mrs. Clifford Wallace, president of the Central Council, was ably seconded by the assistant superintendent of schools, Mr. Joseph P. O'Hern, by Miss Laura McGregor, who was at that time the president of the Rochester Teachers' Association, and by the Rochester Board of Education.

* This article is presented by the Bureau of Program Service as an example of survey work that finds needs to be met by the parent-teacher association in its programs and activities.

Without their help, and the interest and cooperation of the school principals, this survey would not have been possible.

It was decided to make the survey in the fourth, fifth, and sixth grades of four schools of widely different types. The conditions encountered may be appreciated from the fact that one of the grade schools was in an entirely American community where intelligent supervision of the children in the home, together with comfortable home life, might be expected; the second, in a foreign section economically poor where the children had to contribute to the family upkeep as soon as possible; the third, a small school in a district of both foreign and American low-wage earners; and the fourth, in a district which was rapidly changing from a better class community to a much lower class, and also contained a large percentage of colored population.

A questionnaire covering the outside activities of children was prepared after a conference with school executives, teachers and association presidents. Copies of the questionnaires were printed by one of the junior high school shop classes without expense to the Central Council.

These questionnaires were presented to the different grades by their teachers, and in the guidance classes of the junior high schools; the replies collected; the answers checked by members of the parent-teacher association, and the results tabulated on blanks prepared in the office of the assistant superintendent of schools.

In order to understand the extent and thoroughness of the survey it is necessary to give the questions.

May, 1930

THE NATIONAL PARENT-TEACHER MAGAZINE

PARENT-TEACHER ASSOCIATION

*Questionnaire on the Out-of-School Activities of
Children*

Grades 4-6 Rochester, N. Y.
March—1929

Name School
Age Grade

I. Outside Lessons

1. Do you take music lessons?
2. If so, how much do you practice every day?
3. Do you take dancing lessons?
4. If so, how much time do you give to dancing every week?
5. What other lessons outside of school do you take, if any?
6. If so, how much time do you give to them?
7. Do you do home-work in connection with your school studies?
8. If so, how much every day?

II. Outside Work

If you are a boy:

9. Do you deliver newspapers or magazines?
10. If so, when?
11. How many hours a day does this work take?
12. Do you take care of the younger children in the family?
13. If so, tell just what you must do with them?
14. How many hours a day does this take?

Both boys and girls:

15. Do you run errands for your parents?
16. What duties about the house do you help with?

III. Outside Play

17. How much time do you play out-of-doors every day?
- (a) Where do you play?
18. What outdoor games do you play?
19. Which of these do you like best?
1st choice
- 2nd choice
20. Do you play indoor games in the evening?
21. If so, what games do you play?
22. Which of these do you like best?
1st choice
- 2nd choice
23. What members of the family play in these games?
24. What do you like best to do to amuse yourself?
25. Have you a playroom, an attic, or a basement where you can play at home?

- (a) Do you have your friends in to play?
26. What special toys have you of your own?
27. Do you ever make things at home?
28. If so, what things do you make?

IV. Outside Reading

29. Do you go to the public library to read?
30. If so, about how many hours per week do you spend there?
31. Do you go to the public library for the librarian's "story hour"?
32. How many books do you read at home in a month?
33. Name three books that you have read since Christmas? (If you have not read three books, name one or two or say that you have not read any.)
- (a) Do you read the daily papers? If so, what part do you read?
- (b) Do you take a magazine? If so, what one?

V. Outside Clubs

34. Do you belong to the Boy or Girl Scouts?
- (a) Do you belong to the Y. M. C. A., Girl Reserves or Camp Fire Girls?
35. Do you belong to any other club?
36. If so, what is its name and how often does it meet?
Name
Time of Meeting
37. What do you do in club meetings?
38. About how many members has your club?
39. Are the members all girls or all boys or both?
40. Where does your club meet?

VI. Outside Parties

41. How many parties have you been to since Christmas?
42. Where were they? (At church, at the homes of other children, at a settlement house?)
43. What did you do at these parties?
44. Have you had a party for other children at your house in the last year?

VII. Other Outside Pleasures

45. How often do you go to the movies?
46. When do you go to the movies?
47. Who goes with you?
48. What moving picture theater do you go to most often?
49. What kind of movies do you like best?

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50. Name a movie that you have seen this month.....
51. Do you listen to the radio?.....
52. If so, what radio program do you like best?.....

VIII. Sunday Activities

53. Do you go to Sunday school?.....
54. Do you go to church?.....
55. What do you do Sunday afternoon?.....
56. What do you do Sunday evening?.....

IX. Other Outside Activities

57. Tell here anything else that you do which has not been told about in answering the questions.
.....
.....
.....
.....

The answers to Groups I, II, and III were interesting, but presented only one outstanding need; that of a playground near one of the schools.

The answers to Group IV, on outside reading, pointed to a result which had been anticipated; namely, that the quantity and quality of the books read by the pupils were in direct ratio to the cultural activities and home comforts of the community. However, only a small percentage of the children availed themselves of the advantages offered by the public library. The need of a school library was shown in one district.

Groups V and VI presented practically the same problems and results as those of Group IV, the home life being definitely reflected by the number and type of clubs to which the children belonged. The majority of the children in the grades surveyed were too young to be included in the Boy and Girl Scouts, the Y. M. C. A., or the Y. W. C. A., but a very large number of them reported membership in unsupervised clubs ranging in purpose from nature study, airplane construction, or reading, to those that were purely social. All of these organizations were indicative of the beginning of the "gang spirit," which in older children is fostered and controlled by the supervised organizations mentioned above.

The moving picture theatre and the radio are comparatively new activities which have apparently caught the juvenile fancy to an

almost inconceivable extent. As a result, their influence for good or bad is pronounced. In the answers to Group VII the economic condition of the family and not parental control apparently influenced the attendance at the movies and ownership of the radio. In the prosperous districts the children attended the movies very often regardless of the character of the films; in the poorer districts the attendance was smaller and the films seen were poor. Boy and girl friends instead of father and mother usually accompanied the pupils.

The results of the survey have been found to be of great value to the school authorities, and to the parent-teacher association they have indicated a course of procedure which is destined to be of inestimable value in parent education. The immediate value has been guidance regarding program content for parent-teacher association meetings and allied activities.

To meet the needs discovered, programs have been prepared which cover such subjects as: The Value of Reading as a Leisure Time Activity; The Value of Supervised Clubs as a Leisure Time Activity; The Influence of Moving Pictures and Radio Programs. Other programs will be prepared later.

Projects to be undertaken as a result of the survey are: Providing a playground where needed; securing a school library; and the compilation by a librarian of a preferred list of books for children of the fourth, fifth, and sixth grades.

PROGRAM ON SUPERVISED CLUBS OBJECTIVE:

1. To stimulate interest in the Boy and Girl Scouts, with a view to their organization in the school.
2. To stimulate interest in the Y. M. C. A., Y. W. C. A., and similar organizations with a view to encouraging membership.

MAIN TOPIC:

The Value of Supervised Organization to Young People.

SEPTEMBER MEETING (afternoon)

1. Reception to Teachers.
2. Reports of the Survey of Leisure Time Activities of the School Children and the needs discovered.
3. Presentation of the year's program by the Chairman of the Program Committee.

Discussion: Does the program meet the needs of the community?

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OCTOBER MEETING (afternoon)

1. The Value of the Girl Scouts.
Speaker: A Girl Scout Executive.
2. An Exhibition of Girl Scout Activities.
3. Report of the State Convention.
Discussion: Would a Girl Scout Troop be an asset to our community?

NOVEMBER MEETING (evening) FATHERS' NIGHT

1. The Value of the Boy Scouts.
Speaker: A Boy Scout Executive.
2. Exhibition of Boy Scout Activities.
Discussion: Would the Troop be assured of the cooperation and backing of the fathers?
3. A social time and refreshments in charge of the fathers.

DECEMBER MEETING (afternoon)

1. Influence of Supervised Outside Activities on the Physical Welfare of the Child.
Speaker: A Physician.
Subject: Keeping the Child Fit.
2. Study of the Playground.
 1. Equipment
 2. Supervision
 3. Program of Activities.
Speaker: A Playground Director.

Discussion: Are the children of our community being given the opportunity to keep fit through active play?

JANUARY MEETING (afternoon)

1. The Value of the Y. W. C. A.
Speaker: A Y. W. C. A. Executive.
 2. The Value of the Y. M. C. A.
Speaker: A Y. M. C. A. Executive.
- Discussion:* Directing the "Gang Spirit."

FEBRUARY MEETING (afternoon)

- Founders' Day Celebration.
Brief history of the State and National Congress of Parents and Teachers.
Pageant.
Discussion: Drama as a leisure time interest for children and adults.

MARCH MEETING (afternoon)

1. Influence of the Leisure Time Activities in the Home on the Character Development of the Child.
Speaker: A Mother.
- Discussion:* Outside supervised activities versus home activities.

APRIL MEETING (evening)

- A Social Evening.
1. Entertainment provided by the pupils of the school.
2. A short play by the Boy or Girl Scouts.

MAY MEETING (afternoon)

- Annual Meeting.
1. Election of Officers.
2. Summary of the Year's Program.
3. Objectives gained as a result of the program.

JUNE MEETING (evening)

- Annual Banquet.
Social time and refreshments at end of each meeting, arranged by the hospitality committee.

This is only one of a series of programs prepared to meet the needs disclosed by the Survey.

To a Little Boy

BY GRADY-DULUTH

Write me a poem, Daddy, please,
All of my own, about the trees,
The birds, the flowers and the spring,
The wind, the rain and everything.
Write me a poem all my own,
Please, Daddy, just for me alone.

Ere I began to write I thought
Of all the poems he had wrought.
Thought of the music he had played
On heartstrings, and of gardens made
In Mother's heart and mine by him—
And then I wrote a verse for Jim.

Grow as the tree, Jim, straight and tall;
Live as the tree lives, so in Fall
The Autumn of your life may be
More lovely than its Spring to see.
Sing as the birds sing when they're gay,
And hold your peace in storm, as they.

Remember—after wind and rain
The tree stands straight, birds sing again.
Remember—seeds in clay may live,
But beauty they may never give
Until they grow above the earth;
Then, only, may they prove their worth.

The Wise Use of Leisure

Importance of the Community Recreation Program

BY J. W. FAUST

THE all-inclusive objective of a Community Recreation Program is to make the lives of the people richer and happier. The greatest opportunity for enrichment of life is found in leisure time—in those hours not devoted to earning a living or to sleep. A city, by its recreation program, should furnish every opportunity for clean and satisfying activities for its people—recreation in the fields of music, sports, dramatics, play, and the arts. This end justifies itself.

From an economic point of view as well, the by-products of such a program are outstanding. What are some of these by-products? In scores of communities such a program brings about a decrease in adult and juvenile delinquency; decrease in street accidents to children; increase in health and general well being; attraction to the city of families and industries which learn of it as a good place in which to live because of its recreation program. In addition it creates a better, more contented and happier citizenship with all the accompanying spiritual attributes.

A steadily increasing recognition is being given to the importance of the use of free time (*Wise Use of Leisure*) by individuals, by national organizations, by municipal and national governments. For example:

The President of the United States in his last mes-

sage to Congress announced that in the very near future he would call together a nationwide conference on recreation to consider the various problems and needs.

A White House Conference on Physical Education and Recreation, now at work, is considering problems and needs of the recreational life of children up to eighteen, from the point of view of health.

The National Education Association (of Teachers and Superintendents of Schools) and the Department of Superintendence of this association have as one of their fundamental planks, "Education for the Wise Use of Leisure." They are cooperating with the Adult Education Association in working out the formation of a National Commission and State Commissions on the "Enrichment of Life Through the Wise Use of Leisure."

Most of the national agencies interested in social well being are spending a great deal of time and thought on this question of leisure time and recreation. In addition

to this, such organizations as the United States Chamber of Commerce, American Federation of Labor, General Federation of Women's Clubs, and other organizations are working toward the solution of this same problem.

Much further evidence could



An Early Lesson in Team Work

be given of the increasing national recognition of the importance of the Wise Use of Leisure and its effect on the life of the community and of the individual.

Truly here is rich testimony to the serious importance of the main objective of the National Committee on Recreation, namely, *The Year Round Recreation Program*.

SCHOOL is but the beginning of education. Education continues throughout life. Whether it is good or bad depends on the inner urge and on the outward opportunities. Book learning is only a part of it. Some of the most important educational growth is achieved through activities—by doing and by participating. There is education in music to be found in playing in bands and community orchestras and singing in choruses. There is education in music to be found also in nature study and in the songs of birds. Our art appreciation and creative skill are increased through the many kinds of handcraft that may come under a Recreation Program. There are

many lessons to be learned in sportsmanship and good citizenship in bowling matches, horseshoe pitching contests, basketball, and many other play and sport activities.

No one questions the necessity of adequate school buildings and a school system which has a superintendent and teaching staff of the highest training and the necessary salaries to secure such a staff. By the same token communities are increasingly realizing the necessity for making provision

for the same things in recreation—for adequate playgrounds and play fields in centers of population; for the highest trained leadership; and for the necessary funds to secure such facilities and leadership. As far as playgrounds and play fields are concerned, the progress is excellent. Take alone the group of cities with a population of 50,000 and over; the value of properties held for public parks and recreation purposes (\$2,169,000,000) slightly exceeds those held for education (\$2,125,000,000), according to statistics from the United States Department of Commerce. However, the great task which confronts us is the provision of leadership so that each year in an increasing number of cities we may have opportunity the year 'round for joyous leisure time activities in the fields of art, drama and pageantry, music, reading, play and recreation.

Playground Suggestions

(From the Playground and Recreation Association of America.)

There are many elements entering into the conduct of playgrounds—ques-

tions of play space, apparatus, equipment, the program, the management of the playgrounds—but nothing is as vitally important as leadership.

Leadership

Out of the playground development of the past ten years has evolved this fact—that it is the play leader who creates and vitalizes the playground and who makes it possible for children to have freedom in



Pageantry Affords Recreation and Education

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play and to secure the health-producing, character-developing value which play under proper conditions can give. Play leadership is necessary to teach children cooperation and team play, and the great fundamental lessons of human relationships. Leadership provides a varied repertoire for children of various interests, thereby enriching the play life of all.

Where many children are playing together, a play leader is necessary if the playground is to be kept from falling into the hands of the gang and becoming a public nuisance. Experience has shown that more children will come to a playground when a successful leader is in charge—and success in leadership involves character, personality, and ability of the highest type.

Apparatus

While a good play leader can do much without apparatus, a certain amount of it is valuable because it provides an outlet for the fundamental play interests of children, such as climbing, swinging, hanging with hands and feet, sliding and balancing. The apparatus most commonly found on playgrounds includes slides, swings, seesaws, the giant stride, horizontal ladders, traveling rings, the sand box and the horizontal bar.

Some general principles to keep in mind regarding apparatus:

1. Limit the height of apparatus (especially for very small children).
2. Avoid dangerous apparatus; at the same time do not make it so safe as to be unattractive and useless.
3. Place all apparatus, especially swings and other swinging or revolving apparatus, along a fence, in a corner or between the divisions of the playground, to reduce danger of accidents and to provide adequate space for free play. Erect apparatus in the shade if possible, or plant trees nearby to provide shade.
4. Keep the ground under the apparatus free from stones and obstructions. Pay special attention to soil under bars, ladders and at foot of slides.
5. When the playground is not open under leadership, take down or fasten apparatus which is dangerous, when its use is not supervised.

A few rules for the use of apparatus:

The Swing

1. Standing in the swing is prohibited.
2. Two children may not occupy one seat.
3. Pushing and running under swing, and push-

ing by holding on to the feet of the child swinging are prohibited.

The Slide

1. Sliding down in a standing position and walking or crawling up the board should not be allowed.
2. Sand should be kept at the foot of the slide.
3. The slide should be examined for protruding nails and screws.

The Seesaw

1. Children should not be allowed to stand on seesaws.
2. Bumping and making a noise are prohibited.

The Giant Stride

1. Children must not place feet through rungs of ladder.
2. Girls using the giant stride should wear bloomers.

The Sand Box

1. The sand box should be kept clean and free from rubbish. Sun should reach sand occasionally.
2. Sand should be sprinkled every day and kept damp enough to be moldable.
3. Sand boxes should be kept covered at night.

Game Supplies and Equipment

Supplies needed on the average children's playground include volley ball and net; playground outseam balls—12" are most popular; playground bats, basketballs (without side seams); set of playground ball bases and home plate (can be home made); paddle tennis set; croquet; jumping ropes; quoits or horseshoes; handball; beanbags and boards.

Among the other essential or desirable supplies are a police whistle, lacing needles, extra string and rawhide laces, bladders for balls, a fifty-foot tape, a stop watch, tape for bats, inflators, Indian clubs, clock golf set, golf balls, bright-colored cambric for marking teams, and a phonograph with records for folk dances.

With the growing interest in handcraft activity it has become necessary to include handcraft supplies and tools.

Every playground should be provided with a flagpole, a bulletin board upon which rules and announcements are posted, and drinking water. One or more sanitary drinking fountains should be erected. Ordinary game and handcraft supplies are kept in the shelter house, but if for some reason storage space is not available, it is desirable to have a well-made equipment box provided with padlock.

The Overtrained Child With the Undernourished Body

BY ADA HART ARLITT

JANE came home from school, threw down her books, and promptly "flopped" into the softest and most comfortable chair in the house. "I'm tired out," were her only words. To which her mother replied with some heat, "If you would eat enough to keep a bird alive, you wouldn't be so tired. For breakfast you had one slice of toast and some orange juice, and goodness knows what you had for luncheon."

Were this an uncommon situation in homes of children between the ages of fourteen to eighteen, it would hardly be worth recording, but the trouble is that the situation is usual rather than unique. Ever since the modern craze for thinness has been upon us, growing children have tried to follow the fashion by dieting. Anyone who has run a summer camp for girls has had this as a problem, as have many health workers and many high school authorities. Girls are constantly weighing themselves and complaining if they gain a few pounds, not realizing that it is no more beautiful to be very much underweight than it is to be very much overweight.

It is true that the adolescent girl's appetite is sometimes finicky both as to choice of foods and amounts eaten. Sometimes she eats enormously, at other times she may eat very little even if she is not in the dieting phase. Little attention should be called to slight differences in appetite,

since here, as in the period from one to six, the excitement which the child arouses is often enough to make her keep on eating very little. Most children like to be the center of attention and the cause of excitement, and if dieting or being finicky gives them this result, diet or be finicky they will.

During the growing period children may become thin in spite of eating a certain amount, but thinness that is produced by a starvation diet is followed by a series of unpleasant results. Children become tired, they are less resistant to colds and other infections, and in addition they lose much of the beauty of youth by being unhealthy in appearance. Health carries with it a certain charm which is not present when the child is on the borderline.

Every child in the growing period should be well nourished. A balanced diet taken in correct proportions to keep the child up to weight for height is exactly as essential as the correct number of courses in a high school curriculum. Regular physical examinations and the advice of a physician as to adequate diets during the growing period are as essential as a consultation with a vocational advisor—in fact more essential, since sound health forms a basis for any successful career.

Growing children need to have their schedules watched. It is highly unwise to have them rush from one engagement to another. A



First room to be 100 per cent perfect in mouth hygiene in Starkville, Miss., Primary School

fourteen-year-old friend of the writer, who appeared nervous and tired, had the following schedule: She got up at 6.30 in order to practice a half hour before school, stayed in school until 3.00 o'clock, had music lessons three times a week in the afternoon, belonged to a dancing class, took elocution lessons, studied her lessons for school in the evenings. On Saturday morning she went to a dramatic class, and when it was found that she had nothing to do on Sunday afternoon, she was urged to join a nature study group. Few children have as crowded a schedule as did this one, but many children are being over-stimulated at the present time. Studying to the accompaniment of the radio, rushing to the motion picture show again and again, being "on the go" every minute are all over-stimulating in proportion to the extent to which they are done. Every growing child should have some time to rest and reflect. It is especially important that a child with a poor appetite, or even with a good one, should rest before and after each meal.

Exercise, out of doors, is excellent, but it should be well regulated. The girl who came home and said that she had been playing basketball for three hours without any rest was storing up for the future, not resistance to physical troubles, but the reverse. Few children are strong enough to over-exercise daily or even frequently without harmful results.

A regular schedule for sleep, rest, and exercise, a balanced diet with wholesome foods, and not too much stress on under-weight as an asset, are advantages which every parent can secure for the growing child.

This article was contributed by the Committee on Social Standards of the National Congress of Parents and Teachers.—EDITOR.

We had best stop and look at Everychild.
He is not alone for his mother,
Nor alone for his father,
But belongs to everyone of us;
He is the deepest concern of us all.
What shall be done for Everychild?

—Peterson.

As Others See Us

The principal of the Northeast Junior High School of Kansas City, Missouri, was so much impressed with the value of the article, "Dangers of Begging Rides," by Edward B. Lefferts, in the March CHILD WELFARE, that the parent-teacher association has placed a copy in each of the twenty-four class rooms. The editor of *Safety Education* has asked permission to reprint this article.

All the editors of the twenty-seven local bulletins of parent-teacher associations in Chicago are subscribers to CHILD WELFARE and quote from it in their publications.

The editor of the *Porto Rico School Review* has asked to be allowed to quote from CHILD WELFARE in his publication.

"Thrillers," by Lucile Fargo, is another article which has received many favorable comments. It has been reprinted in the February issue of *New York Libraries*, published by the University of the State of New York.

International Federation of Home and School

The Publicity Bureau of the International Federation of Home and School is partially organized with the present staff: Mrs. Laura Underhill Kohn, Manager; Miss Maude Weston Burgess, and Mrs. Meta J. Schechter.

The Women's Pan-Pacific Conference will be held in Honolulu this summer. Mrs. A. H. Reeve, president of the International Federation of Home and School, will spend a month in Hawaii and is arranging a conference on Home and School with the delegates from the Orient and other Pacific countries.

The Home and School Council of England, which was organized in London in June, 1929, has become a member of the International Federation of Home and School. Its membership includes more than forty groups. Miss Dorothy Matthews, secretary of the Council, is in the United States for the purpose of observing various phases of educational work. The National Congress of Parents and Teachers helped to plan Miss Matthews' itinerary with the assistance of the presidents of its branches and is offering her many opportunities to observe parent-teacher work throughout the country.

A recent letter from the Child Guidance Clinic of Transvaal University College, South Africa, requesting a copy of Mason's *Parents and Teachers*, indicates that parent-teacher associations are being formed in Pretoria. The librarian of the clinic writes: "We have found the book so comprehensive and useful to us in the organization of a parent-teacher association which we have recently undertaken that we consider its inclusion in our library most desirable."

Our Publications



Dear Congress Members:

THE idea and ideals for which an organization stands are its inspiration and its life. It is therefore most essential that these ideas and ideals shall be interpreted to the membership. From the beginning the National Congress of Parents and Teachers has recognized the printed page as a powerful means of interpreting its ideals and its program to its members. Acting upon this belief, the Congress, in the early years of its life, established an official magazine, *CHILD WELFARE*, as a means of communication with its local units and its individual members.

The steady growth of the magazine both in circulation and in excellence has far surpassed the most ambitious expectations of its founders. Today *CHILD WELFARE* stands as one of the greatest magazines of America for parents. It is written for Congress members. Through its pages "the keenest minds, the finest hearts, and the noblest spirits in the movement for parent education" are speaking directly to us. No member of the National Congress of Parents and Teachers who is interested in understanding and promoting the objects of the organization can afford to be without the magazine. No other publication can take its place.

The membership card, the leaflets, the Proceedings, and other Congress publications are also steadily improving and are an indispensable part of the work of every Congress unit. The bulletins of the state branches are helping to spread Congress messages and ideals throughout the membership. No one can estimate the cumulative force of all these publications. They mean an informed membership and an interested public.

The program of the Congress is broad. It touches many phases of American life. It is deep. It goes to the very root of values that touch happiness and excellence of life. If our vast membership is to grow in working power, if it is to make its influence felt on behalf of the kind of homes, the kind of schools, and the kind of communities which we cover for our children, its publications must increase still further, both in circulation and in use. Every member who aids in the wider distribution of our magazine and other literature is making a direct contribution to our worthy child welfare program.



Retiring President of the National Congress of Parents and Teachers

*Laddie Marr
President*

The Thirty-Fourth *of the National Congress*

May 17-24, 1930

THE program of the thirty-fourth annual convention of the National Congress of Parents and Teachers will be built around the theme, *The New World Challenge to Parents and Teachers.*

Theme

The theme will be developed by the speakers at the General Sessions and will be presented from the point of view of the educator, the parent, and new trends in education. The program as presented by the officers, the directors of departments, bureau managers, chairmen of standing committees and committees-at-large is designed to present the general plan of each group, to outline each phase of the Congress work, and to show definitely the achievements and objectives of the National Congress. Specialists in child welfare, experienced educators, and able leaders in parent-teacher work will contribute to an inspiring program built around this theme.

Speakers

Addresses at the evening sessions will be made by Dr. William John Cooper, United States Commissioner of Education; Dr. Gertrude Laws, Assistant Director of Parent Education of the State of California; Dr. Fred M. Hunter, Chancellor of the University of Denver. Dr. H. E. Barnard, Director of the White House Conference on Child Health and Protection, will address the convention on Monday afternoon on the scope and plans of the conference.

Conferences

The conferences on special phases of the Congress work to be held during the week of the convention will include Spiritual



Dr. Fred M. Hunter, Chancellor of the University of Denver

Education, Parent Education, Public Welfare, Health, Education, Home Service, and Publications.

Luncheons and Dinners

A number of luncheons and dinners have been arranged, which will provide enjoyment, promote good fellowship, and profitably round out the program. The present schedule of these events is as follows: Saturday, State Presidents' Dinner; Sunday, Past Presidents' Club Luncheon; Monday, National Life Membership Dinner; Tuesday, Gold Star, or CHILD WELFARE MAGAZINE, Dinner; Thursday, Education Luncheon and Publicity Dinner; and Friday night, a dinner in honor of the newly elected officers with Mrs. A. H. Reeve as speaker.

Annual Convention of Parents and Teachers

Denver, Colorado

Classes

Specific problems will be taken up in the classes given from 8.30 to 9.30 a. m. The subjects offered are: Organization Methods, Program Making, Publicity, and Social Hygiene. In the class in Organization Methods the national, state, and local structure of the organization will be outlined. How the seven objectives may function through the national, state, and local will be emphasized. The essentials of sound program making and the application and demonstration of the necessary steps will be the subjects discussed in the class on Program Making. Practical methods in inside and outside publicity, the relation of publicity to the parent-teacher association, and a study of budgets are some of the topics to be taken up in the Publicity class. Those working in the field of Social Hygiene will welcome the opportunity for discussion and the study of methods and problems.

Exhibits

The exhibits will be an important educational feature of the convention. The Congress Program will be presented through an exhibit based on the permanent platform of the Congress, the seven objectives of education. A section on Congress Organization will present the work of national bureaus, the state branches, councils, and local parent-teacher associations. Delegates will find



Sunken Garden, Denver

May, 1930

definite help on all phases of parent-teacher work.

Recreational Programs

Three special recreational programs have been planned: one demonstrating social recreation; one, folk dancing; and one, music.

Music

The Denver Committee is providing special musical numbers, including an all-city chorus, an all-city orchestra, the Highlander Concert Band and Ritual Group, and soloists.

The National Mothersingers Chorus will make its initial appearance at the convention, when mothersingers from all the states join in singing the choruses which they have been practicing throughout the year.

National Life Membership Dinner

An informal dinner—planned for the purpose of stimulating interest in *national life memberships*—will be held at the convention. Life membership signifies a deep and abiding interest in the ideals and activities of the Congress. It expresses a desire to help give every child a fair start. It gives the life member an honorable place in the "most fundamentally constructive movement" in the world today.

If you are a national life member, wish to become one, or are in-

terested in securing members and thus increasing the endowment fund, you are cordially invited to attend the dinner. Mr. E. C. Mason, Chairman of the National Endowment Fund Trustees, will preside. Monday evening, May 19. *Make reservations with Mrs. Fred Dick, 321 Estate Museum Building, Denver, by May 17.*

The Pageant

"The Vision of a Mother," a pageant for the celebration of Founders' Day in the National Congress, is to be presented in Denver at the national convention, by students from the elementary and high schools of that city, under the direction of Miss Anna Laura Force, principal of Lake Junior High School. The musical numbers will be presented by the All-City Orchestra, supervised by John C. Kendall, school director of music. The costuming will be in charge of Miss Anna Louise Johnson, also of the city schools, and state chairman of the Committee on Playgrounds and Recreation for the Colorado Congress.

This pageant, presented to the National Congress in 1929 by Mrs. Sherman C. Roe, first vice-president of the Denver Congress, depicts in verse, song, and tableau, the growth of the organization.

Gold Star Dinner

The Gold Star Dinner, which is always featured at a national convention by CHILD WELFARE, promises to be better than ever this year. Dr. Garry Cleveland Myers, the popular author of "Our Chil-



Mrs. C. H. Remington, National Chairman, Child Welfare Magazine

dren and Their Parents," which has been followed by many, many study groups, is coming to Denver especially in the interests of the magazine. He will be the principal speaker at the dinner and will not appear on the main program of the convention. Mrs. C. H. Remington will preside.

Due to popular demand arrangements will be made to have as many as possible hear Dr. Myers.

Those who are not able to attend the dinner may come in at seven o'clock.

A Demonstration

The Skinner Junior High School of Denver has one of the largest parent-teacher associations in the country, if not the largest. It is an active group of over 2,000 members.



"The Vision of a Mother," presented at Boulevard School, Denver

Suitable Underwear for the Girl

BY IVA I. SELL

EVERY teen-age girl, whether she admits it or not, wants to make a good impression upon her friends and associates. There are many factors which help her to make the most of her personal appearance; one of these which is often forgotten or receives a minimum of attention is her underwear.

Satisfactory clothing, like good architecture, needs to start with a good foundation. It is in the selection and care of her unseen apparel, more than in her outer garments, that a girl reveals her natural standards and refinement. If we were judging character, we could scarcely give the same credit to the girl who had given all her thought and attention to outer garments and was wearing soiled and untidy undergarments that we could give to the one who had given both types of apparel an equal amount of consideration. We could not feel that the former type of girl had true beauty and sincerity of character. It is within the power of every girl to have attractive, well-kept underwear with no great expense or effort.

We wish every teen-age girl of today could realize that her chief assets are her health and happiness.

She must not do anything to injure these, because they are the source from which her enthusiasm springs; consequently she should pay great attention to her diet and clothing, eating food that will keep her fit and wearing clothes that are conducive to health and comfort.

Only the other day I heard a clothing teacher say,

"Really, girls do not wear enough underwear to keep their dresses clean, to say nothing of wearing enough to help regulate the body temperature." The teacher knew what she was talking about, because she had seen many girls undress for the fitting lessons in her clothing classes.

The remark of this teacher led me to think that it might be well to consider briefly the purpose of underwear. Even though the amount of such clothing worn at the present time has been reduced to the minimum, and may consist merely of a vest, bloomers, or combination, a step-in, brassiere, and slip, these fewer garments have a very specific purpose in the girl's wardrobe.

UNDERWEAR should serve as a protection to the body. Climatic conditions, of course, are a great determining factor in the choice of underwear. Underwear should prevent undue evaporation and loss of heat, but should not interfere with the process of perspiration. Clothing which is to be worn next to the skin should help maintain a constant body temperature, should absorb perspiration, and should give proper ventilation to the skin.

It has been said that the fad to be thin is responsible for the inadequacy of girls' underwear. If that is so, I want to say to girls that if underclothing is chosen properly it will help them to look thinner than they are, because it will not expose the exact contour of



No More Fancy Dress in the St. Louis Soldan High School

their bodies. It is a mistake to think that little clothing will make one look slender. Please, girls, do not run the risk of appearing immodest by wearing too little under-clothing. The secret lies in making a good choice and wearing enough.

UNDERWEAR should also serve as a protection to the garments worn over it. It does this by absorbing the moisture and oil excreted daily by the skin. This moisture which is given off from the body is likely to leave an odor and sometimes to stain the garments. For this reason frequent laundering of underwear is necessary. It is sad but true that only too frequently the lovely dress is soiled unnecessarily when the wearing of well chosen underclothing would have kept it fresh and clean. Since it is so much easier to launder underwear than to cleanse dresses, it seems especially desirable that enough garments should be worn to protect the dress. A very simple slip-over lining is often a good protection to the back of the dress across the shoulders. Such a lining may be worn with many dresses, so that you no longer need to plan a lining for each dress, although this latter plan is still acceptable.

Now every article of underwear which a girl wears can be bought ready-made. For this reason it is becoming necessary for girls to know how to select ready-made garments to the best advantage. Because the amount of money which the average teen-age girl has to spend for clothing is usually limited, it is important that she shall understand the factors entering into the selection of ready-made garments.

The points for consideration in the choice of material and pattern are the same as those to be observed in the choice of a ready-made garment. In any event the buyer should make sure that she obtains real value for the amount paid. Before buying a garment it may be well to ask these questions:

1. Do I need it?
2. Is it cut so as to permit freedom in the necessary bodily movements? Does it fit me?
3. Is the material durable and firm looking? (It will not pay to buy cheap, flimsy material.)
4. Is it worth the cost?
5. Can I afford it?

6. Would it be cheaper to buy it ready-made or to make it at home if I had the time?
7. Is it of good design, or is it over-decorated? (Simplicity is an element of good taste.)
8. Does it express my personality?

UNDERCLOTHING should fit in such a way that it does not draw or pull at any point. One-piece garments are very satisfactory, if they are correct in size, because the weight comes from the shoulder. It is better to have the weight there than pulling at the waistline. If the weight comes from the waistline, be sure that the garment is not too tight. Freedom of motion for all the muscles of the body is nature's requirement. Garments that fit poorly have been known to bring about, or at least to accentuate, faulty posture.

It makes no difference how much money is spent or how much time and effort are put into the selection of underwear or outer clothing, if the girl wearing it does not stand, sit, and walk with good posture. Failing that, she is not making the best of her good looks. A girl does not need to have beautiful features to be appealing or attractive. She simply needs to use the attributes that she possesses to the best advantage. In connection with wearing clothes correctly and assuming good posture, I like to say to girls: "Think tall, sit tall, stand tall, and walk tall." Try this. I am sure you will like it.

Underclothing worn next to the skin should be changed two or three times a week if it is to absorb the moisture from the body readily and thoroughly. The girl who takes due pride in her well-selected and clean underwear will also store it methodically and neatly in her clothes closet, or in her dresser or bureau drawers.

It seems reasonable in conclusion to say that the happy and successful teen-age girl will conform to the following standards: her underwear will be (1) designed for comfort and health, (2) durable, (3) easy to launder, (4) simple, (5) attractive, (6) reasonable in price, (7) laundered frequently, (8) ample to protect her outer clothing, and (9) treasured and considered a highly important part of her wardrobe.

May, 1930

OUR
CHILDREN
and



© Julia B. Sanker



Left to Right: Mrs. Garry Cleveland Myers; Garry, 5 years, Betty, 12 years, and Jack, 14 years, Children of Dr. and Mrs. Myers; Dr. Garry Cleveland Myers.

© Bachrach

THEIR
PARENTS



© Bachrach

III

More on Emotions of the Adolescent

BY GARRY CLEVELAND MYERS

A. Anxieties and Worries

Two months ago we considered personality fears. Not unlike them are anxieties and worries, which arise at any age. You and I sometimes wish we were children again, because we envy childhood and youth their apparently care-free and happy life. We delude ourselves. Boys and girls of six or of sixteen have troubles of their own. They have their worries and anxieties, griefs and sorrows, discouragements and disappointments, too. Things which to us look unimportant may seem very large to them; but our attitude toward their problems makes their emotional disturbances none the less serious. On the other hand, our inability to know the sources of their trouble adds to their depression.

Our teen-age children, like ourselves, tend to rise above their feelings of downheartedness as they gain reassurance, as they are able to turn their attention upon what they consider their successes, as they win

self-approval through the approbation of the persons whose esteem they covet. Like ourselves, they find relief when someone they confide in helps them to enjoy their own achievements, when someone they love proves sympathetic, understanding, and interested. We help them when we succeed in putting ourselves in their place, see as they see, think as they think, feel as they feel.

Some of the things over which I waste enormous nervous energy and have unhappy feelings, you may consider far too trivial to think about; some of the things which distress you most, might make me smile. But you don't make me more care-free by telling me that I am foolish, nor do I help you to find relief from despondency and nervous strain by ridiculing you. You help me and I help you as we are able to exchange places, in our imagination, and get each other's emotions. From this vantage ground each is able to help the other to center attention upon traits and achievements which

induce more courage and more self-approval. The better I am able to put myself into your place, therefore, the more I can help you; and the better you are able to put yourself into my place the more you can help me.

How readily we forget our own sensitiveness as adolescents; how imperfectly do we realize the source and magnitude of their anxieties. Some of their deepest sufferings arise, no doubt, from the things we parents do which they fear will arouse ridicule, disesteem, and condemnation from their comrades. How they dread, for instance, that their pals may consider us discourteous and rude, or that we may do something to humiliate them in the presence of their friends.

The Value of Humor

DON'T say to the despondent youth, "Cheer up," or, "Don't let little things like that trouble you." Don't call his attention to his state of feelings. Without appearing to be inconsiderate, begin to talk about something which he is surely interested in outside himself, or about something in which he excels. How wonderful the genuinely humorous are at such times; and the greatest good comes when a funny incident told by you induces the child to match it with one from his own experience or with a funny story he has lately heard or read. Be sympathetic with the child's attempt at wit and humor. Cultivate in him the art of telling stories and in improvising humorous remarks and clever repartee. Perhaps nothing else affords so much family happiness and comradeship; nothing else, no doubt, is so effective in dispelling despondency.

You and I often get relief from our troubles when we tell them freely to someone who really cares, provided, of course, we are not encouraged to tell them over and over, or to dwell continuously upon them and to feel ourselves forever abused.

When we have right relations with our adolescents they will freely confide their troubles to us and will consider nothing too trivial to discuss with us. We surely want them to feel that they can cast their burdens

upon us and that we will sustain them. But we do not want their burdens to grow bigger in the telling. There is danger here. Just as some very sympathetic wives lead their husbands into habits of self-pity, making them think they have been terribly abused, so we parents sometimes make our children magnify their worries. The moment we encourage the adolescent to pity himself we do him great harm.

Dangers of Introspection

AN occasional adolescent needs the aid of a psychiatrist, but if you are a good comrade to your adolescent child, keep him away from the extreme psycho-analyst. The most destructive thing, perhaps, to the worried and discouraged child is introspection (looking inward). We help him most when we help him to forget himself; and he forgets himself as he happily mingles more with others of his age and finds more interests outside himself. Group games, outdoor sports, club activities, group hiking, camping, scouting, informal mingling with those of his age in his home and in other homes of his neighborhood, lots of jokes and laughter at the dinner table and around the family fireside, a feeling of security in his home, and good wholesome health habits will do more for the mental and emotional health of adolescents and their family than all the psychiatrists and nerve specialists in the world. Most of them would be out of a job if we could provide a healthier program for our children and ourselves. We parents ought to relax more, have more fun, laugh and joke more often, and play more games in order to provide a healthier atmosphere for our children.

Worries and anxieties may, of course, arise out of too many activities, too much excitement, too great fatigue. Sometimes group activities become a burden to the child, as they do to us. Some children are engaged in far too many things. Every day they ought to have an hour or two when they can feel entirely care-free. So ought their parents. A child who has normal social contacts and outside activities, and who is also often afflicted by worries and depre-

sions, needs the advice of a physician, perhaps of a psychiatrist.

B. Explosive Anger

When the adolescent boy or girl explodes, that is not the time for us to admonish or administer rebuke. Nevertheless it is the very time when we are most likely to do so. How brainless we are apt to be at such moments. Our only hope of self-improvement is to prepare ourselves when all is well to act sensibly in emergencies.

Suppose the angered child throws something. Don't attempt to make him pick it up, unless you want a second problem on your hands. He may refuse to do so, and you are vanquished. No use to scold then, either. He is so worked up that he cannot profit from it, and you have too much emotion in your words and actions to be effective. Do not beg, or speak in a funereal tone, or act aggrieved. Do nothing; say nothing; breathe and look and move as if you were blind and mute and without feelings. Do so even if the child speaks abusively. Be too proud, too dignified, too sensible to engage in a word combat from which nothing can come but mutual hatred, mutual disrespect and deep remorse.

Pray for poise and for the spirit of Him who when He was reviled, reviled not again. Wait. The storm will soon pass. You will feel better by and by; so will the child. (Of course, I know it is easier to tell this than to do it.) Several hours or several days later, when you feel most relaxed and most companionable with that child, a quiet word calling to the youth's attention the way he has acted, and gently asking him if he would not like to be master of himself, may do wonders. On the other hand, do not suggest by gesture or remark that you were affected or intimidated by his wild behavior, nor that you wish him to improve just for your satisfaction. Make him feel it is his own personal welfare that is at stake. Avoid long lectures, even then. The fewer words the better. Nothing so eloquent as silence. Don't compromise on standards. Let there be no doubt about them. Once you are sure of your ground be like adamant, but be reasonable.

Choose Your Time Carefully

SET no new rules, define no new standards at the time an emotional storm or a trying situation arises. You cannot be wholly reasonable then; certainly the child cannot be. His resistances are too great. Suppose, for instance, you find your fourteen-year-old daughter standing on the street corner with a bevy of boys and girls. That is no time to rebuke her or to tell her what she must not do. She fears her friends' condemnation more than yours. She is in constant dread of being humiliated in their presence. You may never be forgiven by her if she is. (It is a pretty good rule never to rebuke your adolescent child before her pals.) Even when she comes into the house she and you may not be emotionally fit to discuss the matter. Better wait. Leave it for some future time. Then lead her to see that her conduct was not the proper thing and make her want not to repeat it. You can, of course, tell her what she must not do, and she may obey you when you are in sight. But you can't see her always. It is better not to say, "You must not," or, "I don't want you ever to do so." Rather tell her that you wish she wouldn't. Then make more effort during the next several months to earn her increased regard for you. Here lies the hope of your influence and mine with our children.

When you are sure that disapproval is desirable give it, and close the incident forever; remove it as far as the east is from the west, and remember it against the child no more. Such is an element of the Divine —worth working for. Treat your adolescents as considerately and courteously as you try to treat adults.

Suppose you do not like your daughter's boy friend or your son's girl friend. Be sure that you can do something about the matter before you try to do anything, and that there are good reasons back of your attitude. Then the cultivation of new affinities is practically your only hope. It is of no use to strut about like a wet hen in the friend's presence, or before your child after they have been together. This well-known

(Continued on page 511)

A Parent-Education Course

PREPARED BY GRACE E. CRUM

Associate Manager, Bureau of Parent Education

BASED UPON

THE DRIFTING HOME

By Ernest R. Groves

For Pre-School, Grade, and High-School Study Groups

Lesson IX

The Future of the Home

"Modern home life is better or worse according to the standards of life and the goals of human happiness that one assumes."

"We crave a new and better social existence because it has become imperative for human happiness that we should make greater progress in our social experiences."—E. R. GROVES.

Questions

1. Do you share in the widespread skepticism regarding the future of the family? Pages 185, 189-191. Give reasons why a discussion of the family is apt to be biased. Pages 186-188.

2. Why is it difficult for parents to help their children make the necessary adjustments? Pages 188-189.

3. "The force that drives the family forward into new forms is the eternal yearning of the human spirit for a larger quantity of satisfaction." Explain and discuss. Pages 192-193.

4. How will the nursery school lift the plane of parental responsibilities? Pages 193-195. How will the decreasing birth rate help to emphasize the responsibilities of parenthood? Page 195.

5. Explain how the present relation between men and women in the home brings stress and strain. Do you feel this disturbance in your own community? Pages 196-199. Do you feel that woman will be able to acquire the complete freedom enjoyed by man? Page 198. What has the education of woman done for her? Page 199.

6. Men and women of today expect marriage to provide them with luxuries and pleasures. How does this make it difficult for the modern home? Pages 200-206.

7. Give a brief review of family life from colonial times, naming the functions of which it has been stripped. What functions should the present-day family keep, in order to be well fitted to do its part in the training of children? Pages 206-207.

8. How is the nursery school an attack on the "conventional program of family policy"? Pages 208-209.

9. "The security of the home in the future is not to depend upon how much it does, but rather upon how well it does the things that it alone should do." Discuss. Page 210.

10. "In recent years a rival of the orthodox family has appeared in the companionate." Define and discuss the companionate. Pages 210-215. What factors lead to the companionate? Page 215.

11. "It may turn out well for the historic type of family that it has so aggressive a rival" in the companionate. Explain and discuss. Pages 216-217.

12. Briefly review the text, pointing out those statements that have especially appealed to you.

TEXT—*The Drifting Home*, by E. R. Groves, published by Houghton Mifflin Co., Boston and New York. Price \$2.00.

READ ALSO—*Character Training*, Chapter XIII, The Need of Responsibility in the Home, by Germane and Germane, published by Silver, Burdett & Co., New York. Price \$1.40.

The Family in the Making, by Mary Burt Messer, Chapter XXIV, The Advance of Woman.

Concerning Parents, published by New Republic, Inc., New York. See Part I, New Relations of Men and Women as Family Members.

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,382,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

On Conventions

WHOM shall I see at Denver, you ask? You will see men and women who are veterans in parent-teacher work throughout the country, people with valuable backgrounds of long experience. You will see younger men and women who are full of eagerness and fresh ideas. Each earnest worker has something to give and something to learn; each has something for the other.

Someone has described the three kinds of delegates who attend a convention: (1) the delegate who comes with a keen sense of responsibility to the local, state, or national organization; (2) the delegate with a personal problem to solve; and (3) the delegate who comes for a good time. These have varying grades of interest, and the problem of those who have the convention in charge is to move those of the lower grades up to the first grade.

We hope the convention members will have a good time at Denver. It would, indeed, be singularly unfortunate and surprising if they did not; but a good time is not the chief purpose of the gathering. Convention chairmen in all lines of activity are saying, "Come to learn!" We want to pack every minute full of things that can be carried back to profit the local organizations; things of definite, concrete value in the solu-

tion of problems of parent training, parent-teacher organization and cooperation, and child welfare in all its phases.

Dr. Francis E. Clark once said to a Christian Endeavor convention: "When you attend a convention, Expect, Prepare, Go, Listen, Ponder, and Talk."

"Go expecting to be thrilled, amused and uplifted. Go expecting to match a smile with a smile; . . . to be in the right attitude toward everybody and every good thing."

"Go. To get the good of any convention, go to it! This is not such an obvious, banal remark as it seems at first. Those who stand in the lobbies holding animated conversations among themselves are not really 'going to the convention.' . . . Programs are carefully planned. Each session has a special reason for being. The program is well balanced and every part of it is important. You cannot take it by skips and jumps without loss to yourself and loss to those who sent you."

"The value of a good convention to every one of us depends upon what we take with us to it in the way of responsive, impressionable hearts; what we contribute to it in the way of anticipation, open-minded attention, and possibly of participation; and also what we take away for the benefit of others."

It requires effort and careful planning on the part of most mothers to get away from home duties. You may say, "What is the use? It is too hard. I can't get ready to go." But after the decision has been made, and the convention over, and you have come home full of zeal for your job of being a mother, and for cooperation with other mothers and teachers, the difficulties will be forgotten. What an opportunity to give your children a chance to share in the responsibilities of the home while you are away! And how proud they will be to think that they have helped you to profit by the convention.

Therefore, Go! The actual convention, with addresses warmed by the personality of the speakers, with the cross-fire of ideas in the discussions, is worth a hundred reports, however careful they may be.

Ask Mrs. Cope

Readers are invited to send questions to Evelyn D. Cope,
care of Child Welfare

Question—*My daughter is constantly teasing and hurting her younger brother who is a sunny, happy child. Can you help me?*

Habitual teasing of a younger child is taking an unfair advantage. Have daughter play with children of her own age where she will learn what it means to "hold her own." Let her join the Blue Birds or Brownies, the junior organizations of the Camp Fire Girls and Girl Scouts respectively. Here her energy and ability will have an outlet in useful activities, and she will come to realize that she must get along with others if she is to remain in the group. Let her participate in school sports, games and hikes. Swimming is also good for her. In all these activities there are goals to be attained, and the attainment requires strength, ability and skill. Keep her out of doors as much as possible so that she can run and jump. This would be a good time to interest her in making a garden of her own. She should have some duties in the home. If she is interested, active and always busy she will have no time to tease. You may sometimes find it necessary to ask her to go to her room, not with the idea of punishment, but to teach the lesson that we must be kind to others if we wish to live with them; otherwise we must live alone until we know how to be kind.

Question—*My daughter of eight whines and always has a scowl on her face. She is "finicky" about food. Nothing one can do pleases her. She is one of the "extra brights" in school and liked by her teachers. She is an inveterate reader. What am I to do?*

Have a good physical examination of your daughter to see if she has poor eyesight, throat trouble, bad teeth or other physical defects. When these have been checked or corrected ask yourself if she has been receiving too much attention. Have you or others been oversolicitous? The child is entitled to the care necessary to her well being, but after that a wholesome "letting alone" is the best plan to follow. You can keep a watchful eye on her but do not let her become conscious of the fact. Too much supervision gives the child a wrong idea of her place in the family or group.

Give her wholesome and nutritious food. If she is "finicky" just let her alone. When she gets hungry she will eat. Always serve food in an attractive form and be happy at meal time. Learn not to see the scowl nor hear the whining. That often acts as a cure. Avoid arguments. Go



about your duties with a smile and a song. Let her play out-of-doors more, and read less.

Question—*I believe in training children with love, kindness, confidence and companionship. Is this ideal too high to be attained in these days?*

No, indeed, that ideal is not too high. Children are much more with us in willingness than we realize. Children have confidence in us and only lose it when we betray that confidence. They are free from prejudice and ready to respond to intelligent love and kindness. We need to learn how children open their hearts and appreciate the understanding that comes through companionship. We must remember that children are not little men and women. They live in a world of their own, where dreams are pure and skies are lovely. Their griefs and disappointments seem small to us, but remember that their horizon is also small. If we are humble and tender we can get a glimpse into the world of childhood. Love, confidence, and companionship help us to see as they see, and in this way we find not only the right way but also the happy way to right living.

Question—*Please send information regarding the organization and operation of a parent-teacher association. What pamphlets, magazines and books will give the desired information?*

You will find the name of your state president in the directory on the last page of CHILD WELFARE. The president will furnish you with the information, direct you to the department of organization of your state and give you the name of your state chairman of publications, who will send you the free literature. The December number of CHILD WELFARE contains an article on the literature of the National Congress of Parents and Teachers, entitled "Bureau of Publications" (page 218).

A book, "Parents and Teachers," edited by Martha Sprague Mason, published by Ginn and Company, Boston, will be invaluable. The price is \$2.00.

Question—*What magazines would be good for my little girl ten years old?*

"Everygirl's," the magazine of the Camp Fire Girls; "The American Girl," the magazine of the Girl Scouts; "The Nature Magazine," and the "National Geographic Magazine" are all good. These will give her interesting reading.

Responsibility for All

By ELIZABETH GUILD DEVERE, National Safety Chairman

"**L**IFE is our most precious possession," and yet day after day we all forget our sense of personal responsibility and fail to do our part in preventing accidents.

Astounding statistics are at hand, showing that there were at least 31,500 deaths in 1929 from accidents in which motor vehicles were involved. This means practically an increase of 13 per cent over 1928. But automobiles are not the cause of *all* accidents. Hark ye!

(1) Every minute during each twenty-four hours, there is a *fire* in the United States! In fact, every twenty-four hours approximately 30 people *burn to death*.

Almost all of these fires are preventable. Are you sure that your stoves, furnaces, flues and chimneys are safe from defects? What kind of matches are you using in your home, and where are they kept?

(2) Last year 40 per cent of all accidental deaths were due to *falls*.

Do your children ever leave their toys on the floor for someone to fall over? Have you a *safe* step-ladder in your home? Are your stairways well lighted?

(3) In one year 1,000 people were killed by *electricity*.

Are you in doubt about the condition of any of your electrical appliances?

(4) Countless accidents occur in the *gymnasium* because of poor equipment or lack of supervision.

Your child probably goes to some gym-

nasium certain hours each week. Are you sure that all equipment that he uses is perfectly safe for anybody to use at all times?

(5) Last year nearly 100,000 children were *injured while playing in the streets*.

Your child plays somewhere many hours every day. Has he a safe place where he may play at home or at school? The street is *not* a safe place for play!

(6) About 200,000 pedestrians were *injured at street intersections* in 1928.

One of these pedestrians might have been *your* boy or girl. Accidents cause twice as many deaths as any single disease. Are you *sure* your child understands the care he should exercise in crossing the street, and are you *sure* he takes the safest route to his school?

"Accidents Can Be Prevented. Carelessness Can Be Cured."

Over 55,000 parent-teacher members throughout the United States have realized the necessity of arousing themselves to inquire into the conditions that surround them on all sides and have entered into the spirit of "accident prevention" by making a survey of their homes, the schools that their children attend, and the community where they live. There are Safety blanks ready for *you* to use in making such a survey, and the National Safety Committee will send them to you on request.

LOOK
OUT!



Is
THIS
YOUR
Boy?

Free . . . a "Clean Hands" game that forms health habits —and is good fun too!

WITH what pride Junior displays his "Clean Hands" chart. A perfect record for two weeks. *Junior*—who used to be the most soap-shy youngster you'd ever want to meet.

But that's what always happens when children start playing this fascinating game. No longer do they have to be hounded into washing. The Lifebuoy "wash-up" chart makes them actually want to keep clean.

Dirty hands threaten health

Children quickly see that washing hands helps protect health. Pictures on the chart show them how hands pick up germs constantly, from almost everything they touch—pets, shoes, books, doorknobs. Health authorities list 27 diseases that may be spread by hands.

Lifebuoy's rich, creamy, antiseptic lather is the easiest and pleasantest way to rid hands of these germs and help safeguard health.

Mothers—yes, whole families, millions of them have found in Lifebuoy the ideal complexion soap. Its deep-cleansing lather brings fresh, healthy loveliness. Purifies pores—prevents embarrassing body odor. Its pleasant extra-clean scent—that vanishes as you rinse—tells you Lifebuoy is a real health protection.



"SEE, DADDY, I HAVE
A PERFECT RECORD
FOR TWO WEEKS NOW"

Free to mothers

Mothers, fill out and mail the coupon below for free "wash-up" chart and trial size cake of Lifebuoy for each pair of little hands in your family. Have them kept clean this happy, merry way.

LIFEBUOY HEALTH SOAP *for face, hands, bath.*

LEVER BROTHERS CO., Dept. 363, Cambridge, Mass.

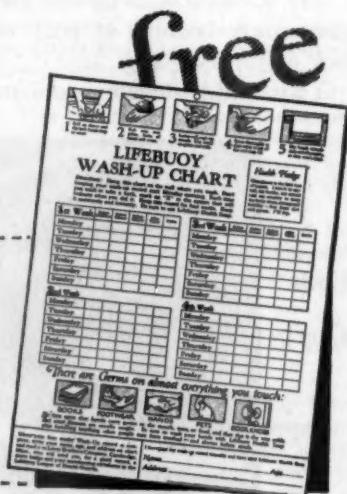
Please send me free Lifebuoy Trial Cakes and "Wash-up" Charts for my children.

Name

Address

City

State



Motion Pictures

BY ELIZABETH K. KERNS
National Chairman, Motion Picture Committee

Classification

A—*Adult.* Adult pictures are recommended for those of mature viewpoint and experience.
F—*Family.* Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—*Juvenile* pictures are recommended for children under fourteen years.

W—*Westerns*, recommended for the family.

R—RATING

*—Especially recommended.

A—Good. B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reels
ALL TALKING					
A	Berth Control	F	Laurel & Hardy	Metro-Gold.-Mayer	2
A	Behind the Make Up	A	Hal Skelly-Fay Wray	Para. Fam. Lasky	6
A	The Broadway Hoofer	A	Marie Saxon	Columbia	6
A	The Dark Chapter	F	Reginald Denny	Sono-Art	6
A	Fast Workers	F	Jos. Wagstaff-Lola Lane	Fox Movietone	6
A	The Golden Calf	A	Jack Mulhall-Sue Carroll	Fox Movietone	6
A	Green Goddess	A	Geo. Arliss-Alice Joyce	Warner Bros.	7
A	Honey	J-F	Nancy Carroll-S. Gallagher	Para. Fam. Lasky	7
A	Let's Go Places	J-F	Walter Catlett-Sharon Lynn	Fox Movietone	6
A	Lovin' the Ladies	F	Richard Dix-Lois Wilson	R. K. O.	6
A	Match Play	F	Walter Hagen-Marjorie Beebe	Educational	2
A	The Mounted Stranger	F	Hoot Gibson	Universal	6
A	Night Owls	F	Laurel-Hardy	Metro-Gold.-Mayer	2
A	Sarah and Son	A	Ruth Chatterton	Para. Fam. Lasky	7
A	Song O' My Heart	J-F	John McCormick-Alice Joyce	Fox Movietone	7
A	Song of the West	F	John Boles-Vivienne Segal	Warner Bros.	7
A	Only the Brave	F	Mary Brian-Gary Cooper	Para. Fam. Lasky	6
SOUND					
A	Hell's Bells	F	Walt Disney Cartoon	Columbia Pict.	1

Parents and Pictures

"Presto change! We are living in a magic age, and not the least magical thing in it is to see the characters we have learned to love in print come to life on the silver screen. If such things seem marvelous to the adult mind, what a fairy-dream for children! But a fairy-dream fraught, alas, with many hidden dangers.

"Greed and ignorance and greed again are the ogres that await to kill the production of good pictures for children—of pictures clean and constructive as well as entertaining and fascinating—and these ogres have one slogan which must be recognized for what it truly is—"They do not pay!" If this slogan has been true until now, surely American mothers and fathers should unite to make it false from this time on! We claim to want the best for our children, then, are we not willing to pay for the best? Are we not willing to aid in making good pictures possible for all children?

"How much better to have these pictures chosen and made by those who know and love children; who have studied their needs and interests and who will choose with sympathy and understanding those stories that have always an appeal for the childish heart and which teach without seeming to teach those things we wish them to know!

"There is no lack of children's stories for the screen. Never before has so much time and study been given to the child's viewpoint in literature. Many of our best writers are now writing for juveniles and finding rich reward in their work. There is no response more delightful and soul-stirring than the unconscious joy of a child. Then let them see their loved characters on the screen, and go with them through adventure and incident that they will remember to the end of their lives."—Grace Moon, in *Superior Films*.

About Publications

BY FRANCES S. HAYS
Extension Secretary

Parent-Teacher Charts

A SET of twelve charts interpreting the work of the National Congress of Parents and Teachers, and the organization and development of parent-teacher associations has been prepared by the Congress. These charts were produced to meet an insistent demand among parent-teacher leaders for concise information about parent-teacher associations in chart or poster form for presentation in classes and meetings of various types. The charts are 36 by 44 inches. The subjects of the charts are:

1. Objects of the National Congress of Parents and Teachers.
2. Why a Congress Parent-Teacher Association.
3. Some Pertinent Points about the National Congress.
4. Diagram: Organization of the National Congress.
5. Diagram: Organization of the Local Parent-Teacher Association.
6. Diagram: Program Plans for Parent-Teacher Associations.
7. Program Guides.
8. Activities.
9. Guiding Principles.
10. Cooperating Agencies.
11. Local Headquarters.
12. Leadership.

HOW USED: State branches buy from one to ten sets of the charts for the use of state officers, district presidents, and others who present parent-teacher work in the State. Charts are used by the States for display in connection with state conventions, district,

conferences, and educational meetings. In some States each district president has a set for use in the district. Both city and county councils purchase the charts for display at their headquarters, for council meetings, and for lending to local parent-teacher meetings. A number of teachers' colleges have purchased sets of the charts for use in classes in education and for parent-teacher courses where this work has been made a part of the curriculum in the department of education.

A single chart is often lent by the State or council for use as a poster or as the basis of a talk at a local parent-teacher meeting. Sometimes associations borrow two or three charts for this purpose. For schools of instruction or parent-teacher institutes, the charts are sometimes hung separately around the room so that all of them can be seen at the same time. When they are to be used separately, it is well to reinforce each chart at the top with Dennison tape or thin, strong pasteboard.

Minatures of the twelve charts have been prepared as a broadside on one sheet 28 by 36 inches, for those desiring to have the chart material in small size for individual use. The miniatures may be used in a variety of ways. They may be cut and mounted on single cards for display purposes. Or the cards may be hinged together with Dennison tape, which permits displaying several of them at one time. They are sometimes fastened together in notebook form for convenient reference.



WHY A CONGRESS PARENT-TEACHER ASSOCIATION

- 1 TO FORM A PARTNERSHIP OF HOME AND SCHOOL
- 2 TO ESTABLISH COOPERATION AMONG PARENTS
- 3 TO PROMOTE AN UNDERSTANDING OF SCHOOL STANDARDS AND ACTIVITIES
- 4 TO UNDERSTAND, INTERPRET AND SUPPORT THE SCHOOL SYSTEM
- 5 TO DEVELOP PROGRAMS AND STUDY COURSES ON CHILD WELFARE
- 6 TO TRAIN FOR THE PROFESSION OF PARENTHOOD
- 7 TO DEVELOP ACTIVITIES: CONSTRUCTIVE, PREVENTIVE, PROTECTIVE
- 8 TO PREVENT MISTAKES AND MISUNDERSTANDINGS
- 9 TO PROMOTE CHILD WELFARE LEGISLATION
- 10 TO SECURE COOPERATION WITH OTHER ORGANIZATIONS
- II TO DEVELOP INFORMED MEMBERS AND EFFICIENT LEADERS
- 12 TO BUILD A UNITED COMMUNITY, STATE AND NATION

NATIONAL CONGRESS OF PARENTS AND TEACHERS
161 SIXTEENTH ST. N.W. WASHINGTON, D.C.

GUIDING PRINCIPLES FOR PARENT-TEACHER ASSOCIATIONS

THE WELFARE OF CHILDREN IS THE OBJECTIVE
FINANCIAL SUPPORT OF THE SCHOOLS IS A PUBLIC RESPONSIBILITY
POLICIES ARE DECIDED BY THE ORGANIZATION AS A WHOLE
THE WORK OF THE ASSOCIATION IS SHARED BY MUTUAL AGREEMENT
ENTERTAINMENT AND MONEY-MAKING ARE OF MINOR IMPORTANCE
PERSONAL GRIEVANCES ARE ADJUSTED IN PRIVATE CONFERENCE

THE PARENT-TEACHER ASSOCIATION IS:
A VOLUNTEER ORGANIZATION, FREE FROM INDIVIDUAL OR GROUP CONTROL
DEMOCRATIC IN OBJECTS, MEMBERSHIP, FORM OF GOVERNMENT
NONPOLITICAL, NONSECTARIAN, NONCOMMERCIAL
COOPERATIVE ALWAYS, BUT DOES NOT JOIN OTHER ORGANIZATIONS
ORGANIZED CONSTRUCTIVE COOPERATION OF PARENTS AND TEACHERS
A NATIONAL AND AN INTERNATIONAL MOVEMENT
NATION-WIDE COOPERATION SAFEGUARDS THE WELFARE OF ALL CHILDREN EVERYWHERE

NATIONAL CONGRESS OF PARENTS AND TEACHERS
161 SIXTEENTH ST. N.W. WASHINGTON, D.C.

PROGRAM GUIDES

STUDY CONGRESS PUBLICATIONS THOROUGHLY
INTRODUCE VARIETY OF SUBJECT AND METHOD
PLAN A YEARS PROGRAM IN ADVANCE

TOPICS

SEVEN OBJECTIVES OF EDUCATION

- | | |
|--|----------------------------|
| 1 WORTHY HOME MEMBERSHIP | 4 VOCATIONAL EFFECTIVENESS |
| 2 HEALTH | 5 FAITHFUL CITIZENSHIP |
| 3 MASTERY OF THE TOOLS, TECHNICS
AND SPIRIT OF LEARNING | 6 WISE USE OF LEISURE |
| | 7 ETHICAL CHARACTER |

TESTS

- 1 IS COOPERATION OF HOME AND SCHOOL DEVELOPED?
- 2 ARE NEEDS DISCOVERED AND MET?
- 3 DO THE MEMBERS PARTICIPATE?
- 4 IS CHILD STUDY PROMOTED?
- 5 IS THE PROGRAM ADAPTED TO YOUR NEEDS?
- 6 DOES IT LEAD TO RESULTS?
- 7 IS THE HOME LIFE ENRICHED?
- 8 IS THE SCHOOL BETTER UNDERSTOOD?
- 9 IS THE COMMUNITY IMPROVED?
- 10 IS THE PROGRAM FOR ENTERTAINMENT ONLY OR IS IT A REAL PARENT-TEACHER PROGRAM?

NATIONAL CONGRESS OF PARENTS AND TEACHERS
161 SIXTEENTH ST. N.W. WASHINGTON, D.C.

COOPERATING AGENCIES

THE NATIONAL CONGRESS OF PARENTS
AND TEACHERS
COOPERATES WITH TWENTY-TWO
NATIONAL CHILD WELFARE AGENCIES
IN THE FIELD OF

EDUCATION	MUSIC
HEALTH	KINDERGARTEN
MENTAL HYGIENE	RURAL LIFE
SOCIAL HYGIENE	RECREATION
HUMANE EDUCATION	ATHLETICS
THRIFT	HOME IMPROVEMENT
SAFETY	JUVENILE PROTECTION

HOW ARE YOU COOPERATING WITH YOUR
STATE AGENCIES
AND
LOCAL AGENCIES

NATIONAL CONGRESS OF PARENTS AND TEACHERS
161 SIXTEENTH ST. N.W. WASHINGTON, D.C.

THE SET OF 12 CHARTS IS AVAILABLE FROM THE NATIONAL OFFICE, at \$10 for the set. They are sold IN SETS ONLY, not singly. Ten free copies of the broadside of the chart miniatures are sent with each set of charts. Single copies of the broadside of the charts may be ordered at 10 cents each. The charts are not bound together before shipping from the National Office because it has been desired to make them available for use singly or in groups.



BY WINNIFRED KING RUGG

As the time approaches for deciding whether Jack and Jill shall go to a summer camp, and which camps they shall attend, parents may clarify their ideas and reinforce their better judgment by reading such a book as *Camping and Character*, by Hedley S. Dimock and Charles E. Hendry. The book is written around a specific camp, but at the same time it defines objectives and describes methods that are worth the study of any camp director, and will cause parents to examine more carefully their own standard of selection and the purposes of any camp that they have in mind.

The authors build from the premise that the purpose of a summer camp is education. "A shift in emphasis from a recreational to an educational function for the summer camp, is one of the major current tendencies," they observe. The form of education that the camp can best supply is that of character training.

Approximately one million boys and girls in this country go to camps each summer. About one hundred millions of dollars are spent by parents annually in fees to camps. The private camp with its eight or nine weeks' period actually controls more of the time of the boy or girl, exclusive of sleeping hours, than the school controls in a year. Therefore, the camp seems to have a golden opportunity for accomplishing a definite objective, provided that it possesses one.

The possibilities in camp life for teaching young people how to live with their fellows have long been recognized, but in many cases the plan has been merely to "expose" the campers to wholesome influences in the hope that the exposure would be automatically effective. The authors of this book recommend more direct action. To that end they have described a system whereby boys are encouraged to take part in outlining their own program of activities—are

taught to cooperate, to develop an appreciation of the higher things of life, to be cheerful, resourceful, and dependable, in addition to acquiring certain skills and healthful habits and having a good time.

The book goes into minute detail in regard to ways of achieving the purposes defined. For parents it is a bracer; for camp-workers it is a useful manual; and for all social workers it is supplied with a set of stimulating questions for discussion.

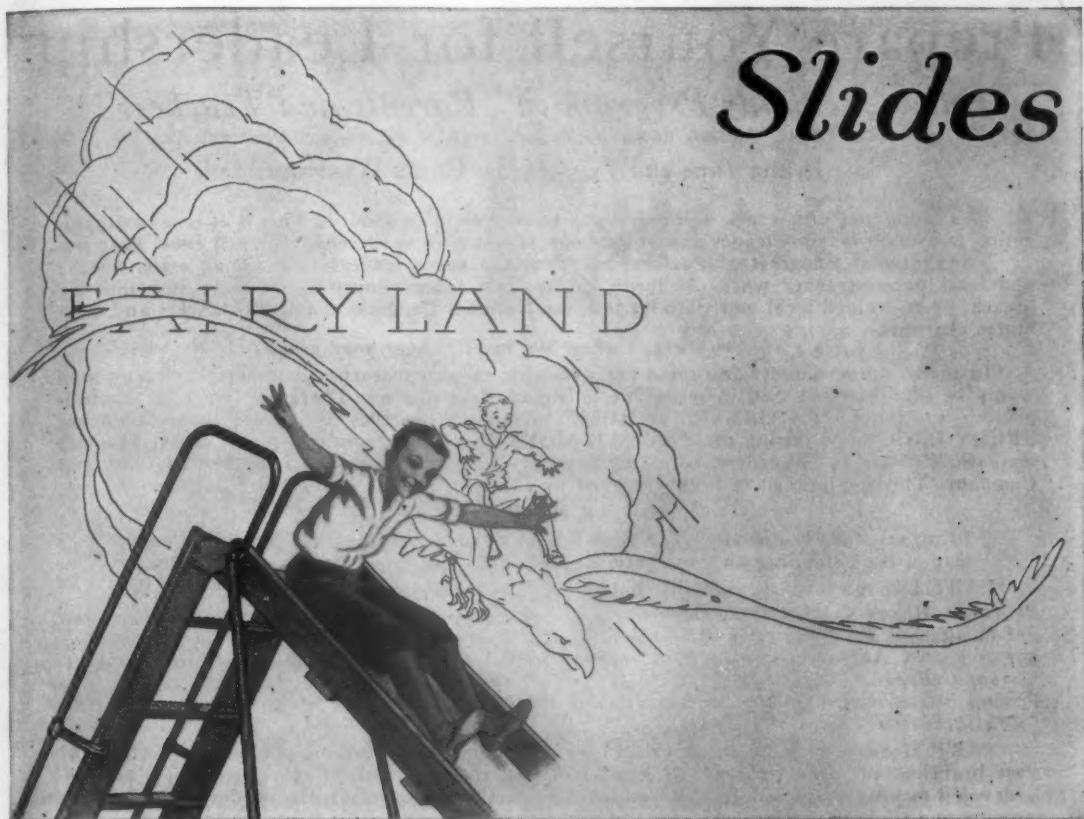
* * *

Character training is also the subject of a book by Elvin H. Fishback, principal of a junior high school in Anderson, Indiana. The legislatures of several states require some kind of character training in the public schools. Elaborate outlines are available, but only scanty or scattered material for using the outlines. *Character Building for Junior-High-School Grades* is intended to supply this lack. Realizing that preaching and moralizing before a passive class produce no effect, Mr. Fishback has emphasized the need of getting the pupils to take part in discussions and work out, through the better-minded leaders among them, sound ideas about character and conduct. To set the discussion in motion the author advises beginning the class period with the reading of a story or biography which will induce the right emotional attitude. Such material is supplied by this text-book.

* * *

Many teachers and playground supervisors will be glad to learn of Louie E. de Russette's handbook of practical instruction for the organization of kinderbands. *Children's Percussion Bands* describes in clear, definite language the method followed by the writer in working with young children in bands made up of drums, bells, triangles, tambourines, and cymbals.

Slides



On the Wings of an Eagle...

Lofty Heights — and an exhilarating swoop to earth. Veritable Fairyland . . . a child on the wings of an eagle.

Slides play a leading and important rôle on the playground. Because they provide ever-interesting thrills, and allow the unlimited companionship of others, slides always become the center of playground activity.

Medart slides are built with the

same careful attention to design and construction which has featured Medart Playground Apparatus for over half a century . . . which makes Medart equipment outstanding in quality, best suited — not only for safe amusement of literally countless numbers of children — but to make youthful bodies strong, and young minds alert through delightful appeal to the Fairyland instinct.



Send for
Catalogue



MEDART

Manufacturers Since 1873

Makers of Gymnasium Apparatus, Playground Equipment, Steel Lockers, Steel Cabinets and Junior Line for the Home Playground

FRED MEDART MFG. CO.
Potomac and DeKalb Streets - ST. LOUIS, MO.

Prepare Yourself for Leadership

Follow the Study Program on "Parents and Teachers"

(The Official Textbook of the National Congress of Parents and Teachers)

In the June and July-August CHILD WELFARE

You cannot perform a task well unless you know how to go about it. This is as true in organization work as it is in the trades and professions. If you wish to succeed, you must *know your job*.

The National Congress of Parents and Teachers needs leaders in national, state, district and local parent-teacher work. As terms expire, new officers must be ready to step into the breach. From trained local and state leaders, the National Congress chooses its officers and committee chairmen.

Do you know enough about the work to lead your group?

In many states summer institutes are available to parent-teacher members but many who would be glad to study find it impossible to attend these courses. Therefore, we have made it possible for the LAY WORKERS at HOME to avail themselves of a special parent-teacher STUDY PROGRAM during the SUMMER MONTHS. This program is based on the national textbook, *Parents and Teachers*, edited by Martha Sprague Mason, and published by Ginn and Company. The questions have been prepared by

EDGAR G. WELLER

Principal of the Roosevelt Junior High School, Springfield, Ohio, and National Chairman of the Committee on Courses of the National Congress of Parents and Teachers.

PART I of the textbook contains chapters by these well-known educators:

PROFESSOR HENRY C. MORRISON, Department of Education of the University of Chicago	JOSEPH LEE, President of the Playground and Recreation Association of America
SARAH LOUISE ARNOLD, Dean Emerita of Simmons College	DR. LUTHER A. WEIGLE, Dean of Yale Theological Seminary
PAYSON SMITH, Commissioner of Education of Massachusetts	DR. M. V. O'SHEA, Professor of Education, University of Wisconsin

PART II deals with the objectives and organization of the National Congress, functions of state branches, the different types of local units and their methods of work. An entire chapter is devoted to program making. Noted national leaders have contributed a wealth of experience, training and study to this section:

MRS. A. H. REEVE	MRS. B. F. LANGWORTHY	MRS. J. B. CLEAVER
MRS. S. M. N. MARRS	MRS. ORVILLE T. BRIGHT	MISS FRANCES HAYS
MRS. HUGH BRADFORD	MRS. EUGENE CRUTCHER	and others.

The two summer issues of CHILD WELFARE—June and July-August—will contain the study program outlines, so arranged that they can be followed by the member at home or by the student at college.

Plan now to devote part of your summer to a study of the organization in which you are so much interested. If you take a vacation, take along CHILD WELFARE and the textbook. Perhaps your association would be interested in such a study; it might be made a summer feature of your parent-teacher work—an outdoor summer-get-together project.

If you are a subscriber to CHILD WELFARE, the study program will cost you only \$2, the price of the textbook. Or you may have *Parents and Teachers* and a year's subscription to CHILD WELFARE for only \$2.50. If you are already a subscriber, you may still take advantage of this very special offer by ordering the textbook (remitting \$2.50) and asking to have your present subscription extended a year.

Without exaggerating in the least, this is the greatest offer ever made by CHILD WELFARE:

THE TEXTBOOK
A STUDY PROGRAM, SPLENDIDLY OUTLINED } All for Only
A SUBSCRIPTION TO "CHILD WELFARE" } \$2.50

We make it because we know there are thousands of members who will welcome a summer program of study along this line. And when you have finished, the textbook will make an attractive and valuable addition to your home library. It contains 317 pages, illustrated, beautifully bound in blue and gold, and it is the first general summary in book form of the parent-teacher movement in the United States.

The first study program outline will appear in the JUNE issue.

ORDER *Parents and Teachers* and CHILD WELFARE from
CHILD WELFARE COMPANY, 5517 Germantown Avenue, Philadelphia, Pa.

NOTE: This study program does not constitute a correspondence course. Papers are not to be submitted, and certificates will not be awarded. It is a guide to the study of the textbook which contains much valuable parent-teacher information.

Tell All Your Parent-Teacher Friends About This Summer Program of Study!

Too many of our meals *are lacking . . .*

Lacking in what?



"EVERY TIME I go to the Browns for a meal, I leave the table not entirely satisfied," said a man to his friend. "Why is it . . . they seem to set a good table."

"I agree with you," replied his friend, "and I'll tell you what their meals lack. It's sugar."

Nothing takes the place of sugar in satisfying the appetite. And it is natural that our systems crave sugar. We have learned to expect it in fruits and vegetables, which, if fresh and ripe, abound in sweetness. But too often, these foods reach us lacking in sugar. A clever cook senses this and replaces it in cooking, or tops the meal with a sweet dessert.

As a matter of fact, sugar is an

essential in the diet. Not only for the energy it supplies, but for its value in making essential foods more palatable. Dietitians will tell you that it is correct to add a dash of sugar to carrots, peas, spinach, cabbage and tomatoes while they are cooking. Such flavored foods are eaten with keen relish.

It is your duty to see that you—your family—has sugar in the correct amount. And it can be judiciously introduced in the diet—as a flavor and in wholesome desserts. The Sugar Institute, 129 Front St., New York.

 **"Most foods are more delicious and nourishing with Sugar"**

Parent-Teacher Board Meeting

BY MARY L. ARNOLD

(TIME: *The close of an executive board meeting, some time in May. The year's program has been planned.*)

CHARACTERS

Mrs. Allen, a very new member
Mrs. Bates
Mrs. Crosman, magazine chairman
Mrs. Darling
Mrs. Edwards
The School Principal

PRESIDENT: If there is no more business to come before the meeting, are we ready to adjourn?

MRS. ALLEN (*half rising, timidly; sitting again; then, prompted by her neighbor, standing in embarrassment*): I—I do want to ask one question.

PRESIDENT: Yes, Mrs. Allen, questions are always in order. What is it?

MRS. ALLEN: It's this CHILD WELFARE that you all keep talking about. Every chairman has mentioned it when she described her committee plans. Of course, I understand that it is a magazine, but I don't know anything about it. You see, I am so dreadfully new! I am taking one leaflet on child training now, and I don't have very much time for reading. Is this one better?

PRESIDENT: Oh, my dear Mrs. Allen, is it better! Well—what do you think, ladies? What should you say?

(All except Mrs. Allen spring to their feet and cry, "Madam President!"

PRESIDENT: Mrs. Bates was first, I think.

MRS. BATES: Madam President, I, for one, am glad to tell what I think of CHILD WELFARE. I have taken it for years, and I know that it has helped me. There may be other magazines that are excellent, but CHILD WELFARE is our very own. It is our National Organ, and when we subscribe for it we feel that we are supporting our organization. It is published, not to make money, but to aid childhood. It costs only a dollar a year, and many articles in it are worth ten times a dollar!

MRS. CROSMAN (*notebook and pencil in hand*): I'm much obliged to you, Mrs. Bates. That's a better publicity speech than I could make, even though I am magazine chairman. I'm going to ask Mrs. Allen to let me put her name right down on my subscription list. How do you spell your first name?

MRS. ALLEN: But Mrs. Crosman, I'm not sure I have time to read it.

MRS. CROSMAN: Now, Mrs. Allen, I'm sure you don't want to be like the woman who told me that she always looks forward to going to the

dentist because she is bound to get a chance to read his copy of CHILD WELFARE. Her children are grown up, but if yours aren't, you simply can't afford to depend on the dentist's magazine.

MRS. ALLEN: I have four children, and they are of all ages. That's the reason why I don't have much time to read. What kind of articles does CHILD WELFARE have? Shall I find something that will help me with *all* my children?

MRS. DARLING (*a very enthusiastic young woman*): Madam President, may I answer that question? I can say, yes, most certainly you will. From the moment their birth is registered until the time when they are old enough to have a driver's license registered, there will be something in the magazine to help you in their training. For instance, my children are still small, and so I got a great lift out of an article in the November number about the baby who wouldn't take a bath without howling. (*Turns to the others.*) Didn't you see that adorable picture of him after he was converted to the joys of the tub? And didn't his mother have a bright idea?

MRS. BATES: And for older boys and girls, too. There is my Tom. You know he is just getting interested in girls.

(All together: *Really! How he has grown up!*)

MRS. BATES: Oh, yes, indeed! And I assure you that he is finding it a costly experiment. Girls can't be taken to places without expense. I have been uneasy lest he should run short of cash sometimes. When I read that article about a mother who gave her son the five dollar bill which was to remain as an emergency fund in his pocket-book, it gave me an idea and I carried out her scheme with Tom. He hasn't needed the extra money yet, but I saw him take out his bill-fold and look at it before he started to the Senior Party last Friday night and he gave me such a knowing, satisfied glance as he put it back into his pocket. That's the kind of article that helps me.

MRS. EDWARDS: The kind of article that I like best is the outlines and study programs. When we were picking out a topic for our reading circle this year, Mrs. Crosman, of course, wouldn't have anything except a CHILD WELFARE subject, so we chose "The Drifting Home," by Dr. Groves, for our first book, with Mrs. Crum's outlines. We are still reading and discussing and the entire neighborhood is getting interested. We have had to hold some of the meetings in the evening so that our husbands can attend.

MRS. BATES: Let me tell you one use that I make of the magazine each year. It is to watch it as early as September for help in selecting Christmas books for our eight small cousins in Kansas. We always consult the Book Shelf before purchasing a present and we have never

THE NATIONAL PARENT-TEACHER MAGAZINE

yet been disappointed in a book that it recommended. With the Christmas book this year I tucked in Sarah Byrd Askew's "Programs and Outlines on Children's Reading" that came out in the November number. My sister-in-law says that it has helped them so much that now they have subscribed for CHILD WELFARE. And now they have written to me about forming a P. T. A. in their rural community.

PRINCIPAL OF SCHOOL: I have used the book articles, too. We had a small group in one of our upper grades who simply would not read. I tried several methods, but none of them worked. Then in the October number I read about "The Come-Alive-Book Contest" and I wondered if it might not do the trick. Well! It's a long story, but it did work, and next month you are invited to our school exhibit where you will see—and hear—the results. You can't help it. They just shout at you.

MRS. ALLEN: Was that what happened to my Jimmie? He has always hated to read, and still he seemed intelligent enough. And then this winter, all of a sudden, he began to talk about books. If that's what CHILD WELFARE does—

SCHOOL PRINCIPAL: There is an article in the January number that would interest you, Mrs. Allen. "*The Child's Attitudes Toward Reading*" is the title, and Dr. Phyllis Blanchard is the author. It explains something about the reasons why some children hate to read, and tells what can be done about it.

MRS. CROSMAN: I'm all ready to write your name down on my list, Mrs. Allen. Now, honestly, as friend to friend, isn't it worth a dollar a year just to have such an artistic magazine on your library table? I couldn't be without it. It blends so well with my color scheme. My husband says that if it didn't, I'd re-decorate!

MRS. DARLING: My children love those silhouettes on the cover and they always coax Daddy and me to read them about the pictures inside. The consequence is that he and I have many a discussion about what we have read after the children have gone to bed. We simply couldn't live without CHILD WELFARE!

MRS. EDWARDS: I wonder if any of you ever "asked Mrs. Cope?" I did once. One of the questions last September was mine, and the answer hit the nail on the head. It certainly helped me to solve one of my most vexatious problems.

MRS. DARLING: The most vexatious problem in my family used to be manners. My friends' children always seemed to have better manners than mine. It has annoyed me lots, because they aren't a bit smarter than mine are. When I opened my CHILD WELFARE one month last fall—it was September—and saw "Good Manners" staring at me in bold black letters, I felt as if maybe my cloud was going to lift. And it did. That evening we all read the article together, and now we are all cooperating in manners.

MRS. ALLEN: And please do tell me, do the good manners last? Don't the children forget after a little even if the grown-ups don't?

MRS. DARLING: We did, but we introduced G. M. and that helped.

MRS. ALLEN: G. M.? Who is that?

MRS. DARLING: G. M.—Good Manners. Whenever anyone forgets, someone whispers, "What about G. M.?" It's lots of fun, and even little Joe is playing the game. How he loves his own particular box which no one ever touches without his permission. Yesterday he wanted to help himself to Johnny's ball; but I heard him saying to himself, "No, wait till Johnny comes. G. M. says, ask Johnny."

MRS. ALLEN: I wonder if there are any articles in the magazine that would help people who live in the country. Many of my most intimate friends live there. Would they like the magazine?

PRESIDENT: Certainly. There are a great many health talks, and talks about mental hygiene that apply to any place or time. In October there was a special article called "The Farm Home," I think; and the "Wise Use of Leisure" articles are applicable to country life as well as to life in the city.

MRS. DARLING: It supplies material for a whole year's program.

MRS. CROSMAN: It is the nicest kind of Christmas gift. Last year I found ten women who sent a subscription to their young mother friends or relatives. One woman whose children are all grown up sent the magazine to each of her three nieces.

PRESIDENT (rising): This has all been wonderful! Such reports encourage us to work harder to get our magazine into more homes. As officers we certainly need it, for it is the only way we have of knowing about the aims and workings of the National Congress.

MRS. EDWARDS: I have been waiting for someone to mention my favorite articles—those by Garry Cleveland Myers. Since we haven't adjourned the meeting, I move, Madam President, that we try to get all of his articles into the hands of every one of our members.

(*The motion is put and carried.*)

PRESIDENT: Mrs. Edwards is appointed chairman to carry out her suggestion. Is there anything else?

MRS. DARLING: Only that I wanted to add that the magazine tells us what movies are worth going to.

MRS. ALLEN: And that I want to tell Mrs. Crosmen that I will take the magazine. I'm going home now to think over my friends and relatives and see how many more subscriptions I can give you.

(*Mrs. Crosmen writes down Mrs. Allen's name.*)

PRESIDENT: Now we know that Mrs. Allen really means to be one of us. If there is no further discussion, I declare our most enthusiastic board meeting adjourned.

Congress Comments

BY FLORENCE V. WATKINS
Executive Secretary

Virginia was the first state to send to the National Office the names of delegates to the Denver Convention who desire identification certificates for the reduced fare. All who intend to go to Denver for the Convention should be sure to write to their state president, saying that they are going and asking for the certificate without which reduced fare will be impossible.

How many readers of CHILD WELFARE heard the message of Mrs. A. H. Reeve, president of the International Federation of Home and School, on February 17, when she broadcast from Baltimore, Maryland?

Second semester parent-teacher courses at Teachers College, Columbia University, New York City, and at George Washington University in Washington, D. C., opened most auspiciously in February. The courses had no publicity in the school catalogs as the decision to offer the courses was made after the issuance. However, twenty-five are attending the Columbia Course and thirty-two the George Washington University Course.

The week of February 24 was spent by the National President in the National Office, in conference with staff members and representatives of several groups interested in various phases of child welfare.

The work of the Congress has grown so much that additional space has been taken in the building on M Street occupied by the National Education Association, pending the completion of the addition to the National Education Association building in 1931.

Do we give people in our towns the idea that it is a privilege to attend parent-teacher institutes? If we did would they not attend in larger numbers? The following letter outlines a plan used in a Washington, D. C., school in March, 1930:

"We all know school is 'not what it used to be.' But few of us have more than a vague idea of what the modern school really is. A definite effort is to be made to make this clear to the parents of those little ones just beginning their school experiences at Bancroft. This is by means of an

INSTITUTE FOR KINDERGARTEN MOTHERS

Bancroft School

Wednesday morning, March 5, 1930.
9 to 12 o'clock

Why a Kindergarten? What is its place in our educational scheme?

Miss Catherine Watkins, Director of Kindergartens, D. C. Public Schools

What is the general idea back of our elementary school system?

Miss Rose Hardy, Assistant Superintendent in Charge of Primary Department, D. C. Public Schools

Why do we have a parent-teacher association?

Mrs. Arthur C. Watkins, Executive Secretary, National Congress of Parents and Teachers

Seats will be at a premium—and none must be vacant! You are invited—and it is expected that you will come. BUT if you CANNOT, other mothers will be invited until the available seats are taken. ADMISSION WILL BE BY CARD ONLY!

Call the Kindergarten Grade Mother, AT ONCE! An admittance card will be sent you if you can come.

Hoping for 100 per cent attendance of our Kindergarten Mothers at this First Kindergarten Institute—an event which promises to make P. T. A. history."

Several members of the National Board of Managers attended State conventions during the month of April: Miss Agnes Ellen Harris, Mississippi; Dr. Randall J. Condon, Oklahoma and Arizona; Mrs. F. M. Hosmer, Georgia; Mrs. J. E. Hays, Idaho.

The national secretaries attended the following State conventions: Miss Frances S. Hays, Florida and Illinois; Mrs. C. E. Roe, Kansas and Kentucky; Mrs. Arthur C. Watkins will go to the Wisconsin convention at La Crosse, May 6; Mrs. Noyes Darling Smith, president, Texas State branch, attended the Louisiana convention.

Mrs. Lewis T. de Vallière, fourth vice-president, had a place on the program of the tenth General Session of the Department of Superintendence, N. E. A., in February at Atlantic City. She spoke for twenty minutes on "The Home Aids the School," under the general topic, "Education is Cooperative." Mrs. de Vallière has recently been invited to serve on the sub-committee on Safety Education of the Committee on the School Child, of the White House Conference on Child Health and Protection.

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May, 1930



OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
372 Normal Parkway, Chicago, Ill.

WHAT was the outstanding accomplishment in your association during 1929-30? HOW was it accomplished? Write to the editor of this department and tell all about it, please.

Correction

In the February issue of this magazine, North Dakota was credited with having had the "first Indian parent-teacher association in full membership with the National Congress of Parents and Teachers."

California informs us an Indian association was organized at an Indian School near Bakersfield in January, 1928.—*From Mrs. J. F. Faber, Box 1500, Bakersfield, Cal.*

Alabama Councils Report

A new departure for Alabama Parent-Teacher Association workers will be a P. T. A. Conference, June 25th, 26th, and 27th, to be held at the State University where the summer school will be in session.

The Birmingham Council held three regular meetings last year with representatives from most of the 44 schools of the city present. Three new local units were organized in three new grammar schools.

Parental education is interesting many members, the attendance at a series of lectures on practical child psychology during January, February, and March having grown from 77 to 198, and the number of schools represented in the classes increasing from 17 to 29. This parental education class which is sponsored by the Council Committee on Education has, during 1929-30, the fourth year of its existence, gained recognition. Two local colleges are giving college credit to members of these classes.

The Committee on Pre-School Circles organized a Pre-School Council which met on the first Tuesday in each month. Leaders of pre-school groups from the various local units gathered to discuss programs and problems of interest to all. Pre-school circles were formed in five schools.

Nationally known authorities on child hygiene have been brought to Birmingham by the council and the public was invited to attend the lectures given.—For further information write to Mrs. E. B. Henry, 113 N. 5th Street, S. W., Birmingham, Ala.

Delaware State Publicity Chairman Reports

This year the State Department of Public Instruction and the Delaware Citizens Associa-

May, 1930

tion are cooperating with the Delaware Branch of the National Congress of Parents and Teachers in the publication of a "Bulletin of Education." This Bulletin is sent without charge to every teacher. The purpose of the magazine is to be of service to parents and teachers.

To assist local program chairmen in planning their meetings, leader training classes have been held in different centers under the direction of specialists in art and music.

Fifteen child study classes have been meeting with trained leaders and a number of applications for additional classes have been received. In Wilmington the groups are divided according to the age levels of the children, but this is not possible in the smaller places.—*From Mrs. Orville R. Wright, State Publicity Chairman, Farmington, Del.*

Wyoming State President Reports

"In Wyoming we feel that the publishing of our new 'Wyoming Parent-Teacher' is perhaps our largest achievement. We are publishing it quarterly and have sent it to every member of our State Congress. Through it we aim to keep our membership informed in regard to State and National work and also to acquaint the local units with the work other local units are doing. County superintendents are helping us get our counties organized."—*Mrs. J. H. Jacobucci, State President.*

Maine Reports

The local associations in Bangor have developed a very successful technique by which both fathers and mothers are working together. Father serves as president and mother as secretary. This keeps all records in one place, and notices of meetings and other routine matters which a business man often has no time

CHILD WELFARE

for, are taken care of by the wife in her office as secretary.

A local association in Kittery has divided the entire membership into groups and made each group responsible for one of the meetings this year. This really makes every member a participating member.—*Mrs. Seth S. Mullin, 1111 Washington Street, Bath, Maine.*

South Dakota State Publicity Chairman Reports

Sioux Falls is becoming more parent-teacher minded every day. Its 17 parent-teacher associations are united in a City Council. All of these except two are members of the State and the National Congress. Study groups are being formed for the first time, some associations having as many as four such groups. Many of these associations have Mothersinger Choruses. These choruses made their first public appearance at the State Convention held in Sioux Falls last October and were a wonderful inspiration, resulting in the organization of choruses everywhere in the state.

Each local association has an active magazine chairman and a magazine contest was held during February. Each local unit has a press chairman who sends news to the leading daily papers which have regular space given to parent-teacher news.

Every year the associations entertain their school children at graduation time and at Hallowe'en, and give basketball banquets.

Three associations become standard this year, Longfellow, Lincoln, and Mark Twain. There have been no superior associations as yet, but if the present activity continues it won't be long before Sioux Falls will have those also.—*Mrs. R. A. Kraft, State Publicity Chairman, 1013 West Fifth Street, Sioux Falls, S. D.*

Vermont President Reports

Wallingford Parent-Teacher Associations by discussion in their meetings and by other publicity have assisted in the establishment of industrial training in the Wallingford schools. Wallingford, with a population of about 1600, offers training suited to the needs of the individual pupils.

Boys who enroll in the cooperative course in trades and industry spend half a day gaining practical experience and half a day at the school. Girls are offered a vocational course in home economics.—For further information write *Mrs. Julius A. Willcox, 141 Holly Street, Rutland, Vermont.*

Montana Reports

The Belfry Parent-Teacher Association has aroused a spirit of cooperation between school and home which has resulted in improved scholarship even in the most difficult cases. Lawn and shade trees, purchased by the association and planted by the high school boys, now form a pleasant park around buildings and track. A fine new gymnasium, the best equipped in the state, stands as a monument to the spirit of



Is the school developing habits of Cleanliness in your child?

Not unless it carries on the program of spic-and-span cleanliness that prevails in your home. And cleanliness begins with clean floors. Floors in schoolroom, corridor, gymnasium, etc., have just as much reason to be clean as if they were the floors of your living room. **Finnell System** is the modern, efficient way to keep floors rupulously clean. Scrubs, waxes, polishes electricity. Routs every particle of dirt from every square inch of floor space.

Examine the floors the next time you visit school. Ask your school ~~representatives~~ if they use the modern way to maintain floors. Suggest that a Finnell representative come to your school. For information address *Finnell Company, Inc., 905 East Street, Elkhart, Indiana.*



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May, 1930



May Fête, Englewood School, Jefferson County, Colorado

good-fellowship fostered by the P. T. A. in the community.

In Lewiston, during February, the Fergus County High School Circle of the P. T. A. was organized. A paper, "Why Children Fail," was followed by a round-table discussion on reasons for failure, such as lack of sleep, lack of parental interest, poor health, too large classes, and stressing extra-curricular work above scholarship.—*From the Bulletin of the Montana Congress.*

West Virginia Reports

Cabin Creek is a magisterial district approximately 300 square miles in area, with 86 schools; one is a high school and five are junior high schools.

At the present time there are 17 active parent-teacher associations in this district.

It was suggested by the state president that a council be organized for this district; this was done and three inspirational meetings during this school year were planned.

Since the council was formed four new local associations have been organized and in addition to the three meetings, plans have been made for two special sessions with a national speaker for each.

We have three bands in our district, a number of glee clubs, musical talent and able speakers. However, we have had the hearty cooperation of the State Board of Education in getting speakers.

We are fortunate in having in our district the state chairman of the CHILD WELFARE Magazine Committee who is always on hand with a talk on the good qualities of the official organ of parent-teacher associations.

Although it is unusual to organize a P. T. A. council for a magisterial district, the writer believes the plan is worth considering in districts where there are the facilities and where there is as keen an interest in child welfare as is manifested in the Cabin Creek district.—*From O. B. Lanning, Box 106, Dawes, W. Va.*

Idaho Reports

IDAHO STATE PUBLICITY CHAIRMAN REPORTS

Spencer, with a population of 100, has a parent-teacher association numbering 33 members. It is working to equip a playground.

May, 1930

A NEW TRAIN TO DENVER . . .



THE ARISTOCRAT

Lv. Chicago . 10:30 a. m.

Ar. Denver . . 1:10 p. m.

Matched Pullmans presenting a harmony of masculine comfort and feminine gracefulness never before achieved in transportation.

A full length rear lounge car—equipped with radio, solarium, buffet, card room, soda fountain, library, bridge tables, easy chairs, and inviting divans . . . the conveniences and atmosphere of a smart town club.

De luxe coaches, beautifully ornamented and featuring new form-fitting chairs which are not only adjustable to reclining positions, but also swing around to face the windows. Seats are free.

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CHILD WELFARE

Park P. T. A. has an active welfare committee which distributed over 400 garments to needy families this winter.

The Twin Falls Council is providing hot lunches for the children of the elementary schools, with the help of the school board which supplied the necessary equipment.—*From the Idaho Journal of Education, February.*

Mississippi Reports

The first room to be 100 per cent perfect in mouth hygiene is in the Starkville Primary School.

The Starkville Primary School of nine rooms has four rooms which are 100 per cent perfect in mouth hygiene; the other five rooms are striving to attain this standard before the close of this school year.

The grammar school has eight rooms, two of which are 100 per cent perfect. In the high school the senior class is the only class which has reached the goal of 100 per cent.

When parents are unable to have dental work done for their children the parent-teacher association has paid for the work, with the permission of the parents.—*Mrs. Stanley S. Greene, Starkville, Miss.*

Florida Reports

THE BOARD OF PUBLIC INSTRUCTION FOR THE COUNTY OF DADE

P. O. Box 2012
MIAMI, FLORIDA

Office of

Chas. M. Fisher,
Secretary and Superintendent.
December 13, 1929.

Mr. R. M. Evans,
State Supervisor of Elementary Schools,
Tallahassee, Florida.

DEAR MR. EVANS:

I am pleased to acknowledge receipt of the certificates of standardization for all of our elementary schools, giving us 100 per cent accreditation again this year.

We owe much to the splendid efforts of each of our parent-teacher organizations in helping us to bring about this result, of which we are proud.

Very truly yours,
(Sgd.) CHAS. M. FISHER,
Superintendent.

Homestead, Florida, has a consolidated school. Pupils from five miles around are transferred to the high school in busses, and the problems to be solved by the parent-teacher association are quite different from those of organizations whose members live within a short distance of the school.

Mrs. J. S. Tower, president of the Homestead Association, has worked out a club plan for CHILD WELFARE subscriptions that could be used in other rural communities to good ad-

PROBLEMS OF THE FAMILY

By Willystine Goodsell

Here is an informative discussion of an urgent problem in which is presented an intelligent and open-minded consideration of the marriage relationship and of the conflict now going on between the family and modern civilization. The book deals with the child's place in the family life, freedom in love, birth control, industrialism, prostitution, illegitimacy, the spread of individualism, and many other topics of vital, present-day interest.

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vantage. Each of the ten chairmen who make up the Executive Committee agreed to subscribe for CHILD WELFARE, but instead of paying the one dollar subscription personally, each chairman asked neighbors to pay a quarter each, and so when the magazine arrives it is passed around and all find time to read it in less than a month. In this way the chairman has an opportunity to get new ideas for her own committee work, and the magazine is read by 40 members.—From Mrs. John W. Higgins, 404 S. Howard Street, Tampa, Florida.

California Reports

What California's Ninth District (about 70 associations) did in one year, 1928-1929.

22 study groups—more than 400 mothers attending.

3,442 children provided with clothing; 390 new, 1,264 old pairs of shoes distributed.

36,442 bottles of free milk provided, an average of 224 per day.

12,592 free hot lunches provided.

\$458.49 used in student aid in elementary schools; \$589.30 in high schools.

100 books and magazines on parent education placed in school libraries.

9,000 parents reached through the *Parent-Teacher Courier*, the district magazine.

Every member working in accord with school officials.

Every member a volunteer, unpaid worker.

Indiana Reports

The Indiana Parent-Teacher Association, in cooperation with the Indiana Federation of Art Clubs and the Extension Division of Indiana University, is conducting a state-wide contest in the beautification of school grounds. The contest started February 1, 1930, and will close December 1, 1930, thus giving a spring and a fall for carrying out the special projects.

The purpose of the contest is to stimulate interest and greater activity in planning and planting school grounds with trees, shrubs, flowers, and vines, so that the school may be made one of the most beautiful and inviting spots in the community.

Any school in Indiana which does not use a professional landscape architect may enter the contest.

The schools entering the contest will be judged in three groups: (1) rural one-room schools, (2) rural consolidated schools, (3) town and city schools.

The contest plan involves certain definite features. *First*, the interest of the whole community in the plan, as expressed by three groups: (1) community organizations, (2) teachers and children in the schools, and (3) school boards and school officials. *Second*, the actual projects: the formulation of planting plans, and the actual planting of the grounds. *Third*, the type of materials used in the completed plan.—Mrs. Edna Hatfield Edmondson, Bloomington, Ind.

May, 1930

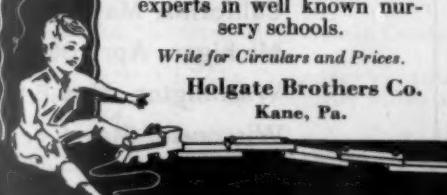
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*Something Entirely New for
the Younger Child*

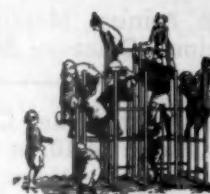
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A Record Year**Results**

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Emotions of the Adolescent

(Continued from page 489)

behavior of parents is mere infantilism. Long ago they should have put away such childish things.

Be courteous always. Say what you are sure is wise, what will bring good results; and say no more. Never talk just to make yourself feel better, to let off steam. Don't be so selfish. Perhaps the average parent never betrays so much babyishness as at the time when he is sorely displeased with his son's or daughter's love affairs. At no time is he so likely to lose his child's respect. We who have young adolescent children have more trials ahead of us. Only time will tell how well we are going to behave, or how much real character we have. We are all human. I suspect that we shall have to "await the verdict of mankind."

QUESTIONS FOR DISCUSSION

1. Should you like to be an adolescent today?
2. What do you consider the chief source of worry in the average adolescent?
3. Why does the adolescent keep so many of his troubles to himself?
4. Just when may unburdening by the worried and troubled adolescent reach a dangerous point?
5. What do you think of psycho-analysis for the average over-anxious adolescent?
6. What are the best available resources for the prevention of despondency in children?
7. What is the best thing to do when the teenage child explodes emotionally? Suppose he

throws things about in rage? Suppose he speaks abusively?

8. Do high standards in and of themselves cause anger outbursts?
9. What about the home and school program of the average high-school student?
10. What are we going to do about it?

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This is the last of a series of three articles on the Adolescent Child by Dr. Garry Cleveland Myers, Head of the Division of Parental Education, Cleveland College, Western Reserve University, Ohio.—EDITOR.

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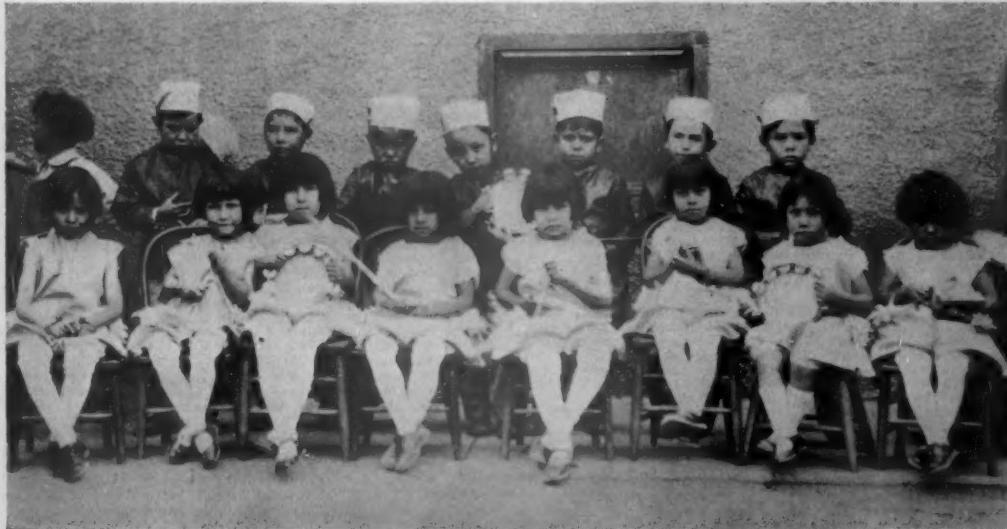
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